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ABSTRACT

Career education activities for use at the kindergarten level are presented in the document. Behavioral objectives for the following subject areas are presented: art, homemaking, language arts, math, music, physical education, resource people, science, social studies, and workshop abilities. The bulk of the document consists of activity sheets grouped under the following topics: people, needs, helping, places, learning, rules, and growing. The activity sheets note related career education concepts and list activities for the pertinent subject areas. Transparency masters and drawings for classroom use are also included. A correlation chart is provided and activities are indexed by subject area. (EC)

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ED120381

CAREER EDUCATION
in Appalachian Maryland

AWARENESS

ELEMENTARY
SUPPLEMENTAL ACTIVITIES
LEVEL K

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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RATIONALE FOR ELEMENTARY CAREER EDUCATION

The following statements provide some of the justifications for inclusion of career education in elementary programs.

1. Every experience from early childhood to maturity contributes to career choice.
2. Children can see a positive relationship between school and the world of work through career awareness education.
3. Today, elementary children learn more and learn faster than any comparable group in history and are, therefore, ready for learning the foundations of career decision making.
4. Occupational choice results from acquired behaviors and experiences during the formative years of childhood and adolescence.
5. Children are capable of learning about what work is and how the world of work might shape their thoughts, abilities, attitudes, and interests through career education.

These supplemental Career Education activities were developed by a Task Force of thirteen creative and dedicated elementary teachers under the direction and leadership of Project Elementary Career Education Coordinators. The work was done within the guidelines established for the Model Career Education Project located in Washington County, Maryland.

The total project is a joint effort of the U.S. Office of Education, the Maryland State Department of Education Division of Vocational-Technical Education, and the Washington County Board of Education. Major funding sources include U.S. Office of Education, Part D Research and Development Funds and Part C Exemplary Funds.

During the 1972-73 school year these activities were piloted in four elementary schools in Washington County and feedback information was provided by numerous teachers in these schools for revision purposes. This final compilation of K-5 activities has been completed under the direction of Mrs. Margaret Callas and will now be available to all elementary schools in Washington County and to surrounding counties in Appalachian Maryland.

This work is just a part of our plan for Career Education K-adult, however, the elementary program plays a most important role in a systematic meaningful approach to the Career Education Concept.

James W. Wilson

James W. Wilson
Career Education Project Director

Dear Kindergarten teachers:

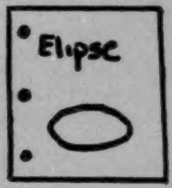
Throughout the manual we have mentioned activities that could be ongoing projects during the year. Here, we would like to offer some suggestions for carrying them out.

A BOOK ABOUT ME

For each child, compile a folder to be kept in a central place. As each page is finished, slip it into the folder. If you punch the holes in the pages as they are each done, it will save you a lot of work at the end of the year when the books are ready to go home. These books would make a marvelous Mother's Day gift if the books are ready by then! There are a number of ideas for pages to go into the book which really don't pertain to career education, but which should be included in the books. We have listed them at the end of the manual.

DICTIONARY

Every time a new word, unfamiliar to the majority of your class, is introduced, make a page for a class dictionary. A loose-leaf notebook would be more durable than one with a construction paper cover. In addition, pages can be added more easily to a loose-leaf notebook. The dictionary should be for all new words learned, not just those concerned with career education. For example, when you teach the AAAS lesson shapes, you may need a page like:



You may want to keep your dictionary on your book shelf or library shelf where it is always handy and available for the children to look at.

POEM BASKET

We have included so many poems that the children may not be able to learn all of them. You might want to have a poem basket or box containing all the poems listed. On one side of a piece of cardboard put a picture that pertains to the words of the poem and on the other, print the words. When you have a few minutes, get the poem basket off the shelf and let the children choose a card for you to read.

When you construct a prop box (about the policeman, for example) put a manila envelope on the side of the box containing all the cards with the poems about the policeman.

MODEL COMMUNITY

This project will require a lot of work on your part, but we feel that it can be an exciting project for both you and your class. To begin with, you will need a large piece of plywood or heavy cardboard on which to build your community. As this project is continuous throughout the year, the plywood would be better suited for the wear and tear the community will have to take. Consider the size of your classes (number of children in each) and the number of buildings in the community when purchasing the plywood. Most building supply companies sell plywood in 4' x 8' sheets. For storage, we suggest that the model community could be hung on a wall in a hall, or suspended from the ceiling.

LETTER TO PARENTS

The parents of your children can be invaluable resources in your study of careers IF you are well aware of what they do. We are including a letter for you to send home with your students at the beginning of the year to help you find out what types of jobs their parents have.

Margie Crites
Janice Floyd

ELEMENTARY CAREER EDUCATION TASK FORCE
WASHINGTON COUNTY

Career Education Concepts

1. People need to work to preserve and advance society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit society.
5. Attitudes and personality factors have an effect on work, performance and success.
6. All work has dignity and is worthwhile.
7. All work involves the production of either goods or services.
8. Most kinds of work need some skill or training.
9. All people can and should contribute their particular talents and capabilities to the world of work.
10. People should adapt to technological and sociological changes which create or eliminate work.
11. Environmental and cultural factors determine the kinds of work available.
12. Man's work affects his way of life.

BEHAVIORAL OBJECTIVES

The following behavioral objectives provide a means for evaluating this program. In addition they may be utilized by the classroom teacher for the purpose of individualizing the program and improving instruction. They are meant to be flexible in that several activities may evolve from one objective. They have been listed according to subject areas but are interchangeable and may be utilized according to the teacher's needs.

Art

1. Given various art media and a stimulating environment, the student will create a visual art product.
2. Given basic materials, instruction and proper environment, the student will construct a project of his choice.
3. Given a project at the beginning of the school year involving a high degree of muscle coordination together with related activities throughout the year, the student will show improvement on the same project at the end of the school year.
4. Given the instruction on proper use of different materials and media, a student will demonstrate the skills involved, to the satisfaction of the evaluator.
5. Given a color wheel containing the primary and secondary colors, the student will discriminate between primary and secondary colors and their relationship to each other.
6. Given a project relating to size and shape, the student will analyze the situation and select the proper item for completion of the project.

Homemaking

1. Given specific directions for a self-directed project, the individual will be able to make the desired product.
2. Given a task, the student will be able to determine the need for the best routine to accomplish the job in an efficient, organized and workable manner.
3. Given an assigned task, the student will complete the assignment according to criteria that has been previously established.
4. After discussing the family, the student will form an opinion of the importance of each member's role to the welfare of the family.
5. Given the basic needs, food, shelter and clothing, the student will investigate their importance for his survival by using available resources.

6. Following an oral discussion and related activities, the student will cite examples from daily experiences of customs, attitudes, values and mores.

7. Given a list of safety and health habits, the student will determine those beneficial for his well being.

8. Given a background of material about a mechanical device the student will employ this information for the use, care and maintenance of this equipment so it operates properly.

9. Given resource material, the student will identify and employ the vocabulary related to the task.

Language Arts

1. Given the instruction for the development of skills in listening, speaking, reading, thinking, writing, researching and interviewing, the student will fill out a job application, ask questions, participate in an interview or write a letter for the purpose of acquiring information or pursuing a job.

Math

1. Given various experiences regarding budgeting, the student will be able to make and manage a budget, according to his earnings. (real or hypothetical)

2. Given a background of knowledge of time and its value, the student will be able to apply this information to his daily experiences.

3. Given facts about the use and value of money, the student will be able to devise a system for money management, geared to his socio-economic background.

4. Given the fundamentals of weights and measures, the student will demonstrate his ability to use this knowledge accurately, according to the assigned task.

5. Given the skills necessary for consumer shopping, the student will be able to compare quality and quantity of items with price.

6. Given the general information of public expenses, the student will conceive the necessity for income tax, as it applies to his situation.

7. Given the opportunity to engage in a small business, the student will be able to employ techniques necessary to insure some measure of financial or personal success.

8. Given the general information regarding various types of insurance, the student will conceive the necessity for an insurance plan, as it applies to his situation.

9. Given a pay check to interpret, the student will be able to ascertain whether the amount received is in proportion to services rendered or goods produced, with 50 per cent accuracy.

Music

1. Following an independent study of the works of famous musicians and composers, the student will state in written or oral form, how it affects him as a child.

2. Given guidance and a chance to make a musical instrument and play it, the student will demonstrate it to an interested listener.

3. Given an opportunity to become familiar with numerous rhythms, games and work songs, the student will demonstrate an activity, to the best of his ability.

4. Given situations outside the classroom, the student will select and record everyday sounds that have some type of musical composition.

5. Given a selection of recordings from other countries, the student will list the similarities and differences, as compared to music of his interest.

6. Given an opportunity to choose a rhythmic activity, either in a group or independently, the student will originate an interpretation.

7. After a series of classroom activities related to music appreciation, the student will choose the musical entertainment that fulfills his intrinsic needs.

Physical Education

1. Following numerous planned physical activities, the student will be given the opportunity to develop perceptual and kinesthetic skills in order to build a more secure body image according to individual ability.

2. Following investigation of professional athletes, the student will be able to list attributes of good sportsmanship and the necessity for rules and teamwork.

3. Given a list and description of various recreational activities, the student will select and evaluate those that best suit his interests, time and ability.

Resource People

1. Given an opportunity to interview, a resource person from each job cluster, the student will form an opinion and/or ascertain the advantages and disadvantages, amount of training, skills required, opportunities for advancement, work environment, and echelon of authority, pertaining to the job.

2. Given an opportunity to go on field trips, the student will determine by observation, the need for different workers, the demands for certain jobs, the interrelatedness of jobs, equal opportunity involved in the occupations.

3. Given a list of jobs, the student will be able to differentiate between those productiing goods and those producing services.

Science

1. Given a demonstration of some aspect of space exploration, the student will ascertain the impact of recent discoveries upon everyday life.

2. Given the relationship of science to work, the student will account for new jobs and changes in existing jobs in the labor market.

3. Given the opportunity to observe or participate in a project related to ecology, the student will illustrate an aspect of conservation, as it applies to the environment.

4. Given a situation that includes materials and resources needed for an investigation, the student will formulate a process for achieving a previously established goal.

5. Given the opportunity to explore a variety of media for the purpose of creating some useful or meaningful result, the student will discover the fact that inventions are usually the result of experimentation.

Social Studies

1. Given a designated community environment, the student will determine the kinds of work available in each job cluster.

2. Given appropriate information, the student will compare his family life style with other culturally or ethnically different groups.

3. Given historical information from resource materials, the student will ascertain the effects of past culture upon the present and hypothesize about the future.

4. Given the fundamental skills of using maps and graphs, the student will identify the occupations that exist in certain geographical regions.

5. Given the opportunity to draw from background experiences, the student will state, in written or verbal form, ways of adjusting to a changing society.

6. Given the socio-economic status of various occupations and their salary ranges, the student will rank the work according to possible monetary gain, classify work according to its level of intrinsic gain and list the luxuries many families may be able to afford today.

7. Given the opportunity to work in a group and formulate procedures necessary for efficient organization and management, the student will compare the problems encountered with the need for standards in the home or community.

Workshop Activities

1. Given adequate work space, guidance, materials and organization skills, the student will employ his mechanical ability and interest for the completion of some desired product, according to established safety standards.

Art

Creative Ability
Imaginative Ability
Construction
Muscle Coordination
Using Art Materials
Color
Mechanical Ability (models, parts, etc.)
Discriminating - size, shape

Homemaking

Following Directions
Sequence
Organized Routine
Responsibility
Vocabulary
Consumership
   (unit price, comparison, shopping, ads, labels, exchanging)
Awareness of family needs
Basic Needs
   (food, clothing, shelter) (roles of family members)
Customs, Attitudes, Values, Mores
Safety and Health
Nutrition

Language Arts

Listening (Directions) - (trips) for information
Speaking - Oral Interview, Fluency
Reading - Job Applications
Writing - Job Applications
Thinking - Asking questions
Research skills for finding about different jobs
Poems, puzzles, riddles
Letter writing
Interviewing
Communication
Audio and Visual Equipment

Math

Interpreting the paycheck
Budgeting
Income Tax
Comparative prices
Punching time clocks
Organization/value of time
Banking, Checking, value of money, interest, savings, loans, stocks
Weights and measurements (Clothing sizes)
Developing a business
Insurance
Allowances

Music

Work Songs and Games
Famous Musicians
Instruments (Playing and Making)
Rhythm and Coordination
Listening for Sounds
Entertainment and Leisure Time
Universal Language
Creative Expression (Singing and Dancing)
Songs about Working and/or Workers

Physical Education

Large Muscle Coordination
Body Image
Special Relations
Tactile
Eye, Hand, Foot Coordination
Famous Athletes
Recreation and Leisure Time
Sportsmanship

Resource People

Skills Required
Amount of Training
Salary
Demands for certain jobs
Awareness of types of jobs
Work Environment
Equal Opportunity
Advancement
Advantages or Disadvantages
Need for different workers
Interrelatedness
Levels of jobs
Differentiate between jobs that produce Goods and Services

Science

Space exploration
Relationship of science to work
   (Technology and concepts)
Availability of new jobs
Investigation process
Ecology
Experimentation

Social Studies

- Environmental effects on type or work
- Culture (Past, Present, and Future)
- Family and Community Life Styles
- Map Skills
- Graphs
- Minority Groups
- Work interdependence
- Leadership
- Government (rules)
- Economics
- Sociological effect

Workshop Activities

- Mechanical Ability
- Organization Skills
- Resource materials
- Work Space
- Knowledge of and use of tools and machinery
- Instruction
- Safety

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit People Lesson # 1

Picture #1

Career Education Concept : All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes

ART

1. Each child draws a self-portrait for their A Book About Me. You may want to give each child a piece of paper on which you have mimeographed:

I'm making a book.
A book about me.
So I'll start right out
With a picture of me.

LANGUAGE ARTS

1. Fingers

I have ten little fingers and ten little toes,
Two little ears and one little nose.
I can wiggle my fingers, I can wiggle my toes.
I can't wiggle my ears, but I can wiggle my nose.

2. Myself

My head nods,
My elbows bend.
My eyes move
For hours on end.

My waist twists.
My hands clap, Use appropriate actions.
Or just stay still
Upon my lap.

My legs stretch.
My arms do, too.
I curl my toes
Inside my shoe.

3. Finger play - This is the Circle and Fee, Fi, Fo, Fum - Refer to Peabody Kit.

4. Mirror - mirror meet today
John (substitute appropriate name) who is here to play.
Mirror - mirror, can you tell
How to get to know him well?

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit People Lesson # 1

Career Education Concept : All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS (con't)

Here he is. What does he wear?
Tell us if he's dark or fair.
Tell us, tell us, is he tall?
Do you see him? Tell us all!

Follow this poem with statements that the children finish such as:
The color of John's shirt is_____.
The color of John's hair is_____.
John's eyes are_____.
We call Johns shoes_____.

Activities to follow this poem could also include:
If you are wearing John's kind of shoes, stand up. Raise your hand if your hair is the same color as John's

RESOURCE PEOPLE

1. Have mothers, fathers, or siblings of children in the class come to visit. Have a guessing game to see if the children can guess by looking at the similarities in facial features, who belongs to which parents of siblings. Discussion could follow about how certain characteristics are passed down from parent to child. If the parent has brown eyes, does the child?, etc.

SOCIAL STUDIES

1. Use pictures of children from other lands, Africa, China, etc. If you do not have such a set, pictures from National Geographic can be used. Direct questions such as:

    I have here a picture of a boy from a country called Africa (Keep picture hidden). Will he have two eyes, two ears, one nose, etc? Show the picture and see if they were right. How does he look different from us?

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit People Lesson # 2

Picture #2

Career Education Concept :

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	We suggest that you skip this picture for now as it is too difficult for kindergarten children to understand early in the year.	

CAREER EDUCATION ACTIVITY SHEETS

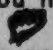
Level K Unit People Lesson # 3

Career Education Concept . All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. To further show the differences and likenesses between the children have them compare handprints and footprints. For the All About Me book have each child dip their hand in tempera paint and then make their handprint on a page on which you have mimeographed:

   Here is my handprint. 

   Have them put their foot in paint and then press it on a page on which you have mimeographed:

   Here is my footprint.

2. Weigh and measure each child. Make a bar graph showing the heights.

Bar Graph on Height Comparison

1. Use a large sheet of paper, lined off, for the graph.
2. Use different color for each child. With help they may color in their own section.

LANGUAGE ARTS

1. Peabody Language Development Kit

Level K Unit People Lesson # 4
Picture #6

Career Education Concepts: No additional activities suggested.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	Use as directed in the manual.	

Level K Unit People Lesson # Emotions

Career Education Concept : Attitudes and personality factors have an effect on work, performance and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Each child can make some pages for their A Book About Me. Pages could have the following mimeographed on them:
   Sometimes I feel happy.
   Here is something that makes me happy:

   Sometimes I feel sad.
   Here is something that makes me sad:

   Sometimes I feel mad.
   Here is something that makes me mad:

   Sometimes I am suprised.
   Here is something that suprised me once:

2. Make feeling indicators - a round of paper with a happy face on one side and a sad face the other. If a child feels sad they flip to that side.

LANGUAGE ARTS

1. Rather than listing activities for this additional lesson, we are going to list some resource and enrichment materials to use at your own discretion in your own way.
   Peabody Language Development Kit People Cards #23-#26
   Bowmar Pictures of facial expressions
   David C. Cook Teaching Picture Set - "Moods & Emotions"
   Pictures from magazines
   Ginn Kit A - pictures M42, M43, M39, M41
   Pictures from The World of Language. pg. 8, pg. 9, pg. 12, pg. 13, pg. 28, pg. 29, pg. 37, pg. 45.

2. Role play situations which cause children to feel these emotions.

SOCIAL STUDIES

1. Film Strip "You Got Mad, Are You Glad."

2. Read the book Feelings by Phoebe and Tris Dunn. Creative Educational Society, Inc.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Needs Lesson # 1

Career Education Concept : People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Each child can cut pictures from a catalog (Sears, etc.) and paste on a page that says: Here are some things my mother uses at home:
2. Have children bring in toddler pictures of themselves and try to guess which picture belongs to which child.

LANGUAGE ARTS

1. Have the children act out a job that their mother does around the house and the others will try to guess what it is they are doing.
2. This would be a good time for each child in the class to tell about their mother's job if their mother is employed outside the home.
3. Write an experience story using these ideas.

   What can a new baby do for himself?
   What do mother and brothers and sisters have to do for the baby?
4. Read a story, "Are You My Mother?"
5. Read the poem "Little" - Page 47 The World of Language

MUSIC

1. Where is Mother? (Tune of Where is Thumbkin?)

   Where is Mother? Where is Mother?
   In the kitchen, in the kitchen.
   What does she do there? What does she do there?
   Washes dishes, washes dishes.

   Other verses could be about fixing dinner, feeding baby, cleans the tub, tucks me in, etc.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Needs Lesson # 1

Career Education Concept : People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	RESOURCE PEOPLE 1. Have a mother bring a real baby for the children to watch. The mother could feed and change it in front of the class. Discussion could follow on how the mother has to hold the baby. In connection with this picture emphasis should be placed on the work that mothers do at home and jobs they may have away from home.	

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Needs Lesson # 2

Career Education Concept : All work involves the production of either goods or services. Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Have a discussion about where our water comes from and begin the Model Community with a river and reservoir and a little building to represent a water pumping station.

HOMEMAKING

1. Make popcorn. (Clark's Mini Pop is a good brand because the oil is already added and it just has to be poured into the pan or popper - no measuring needed.)

LANGUAGE ARTS

1. Popcorn (Act this one out!)
   When popcorn pops,
   It jumps about.
   Upside down and inside out.

2. "Little Black Cloud" on page T37 of World of Language.

3. Poems: The World of Language
   "Drinking Fountain"
   "Sprinkling"

SCIENCE

1. Plant a few kernels of corn to see the effect of water. Water some enough, some not enough and some to much. The words "flood" and "drought" should be introduced and added to the class dictionary.

2. For the children to see how a plant "drinks" put a stalk of celery in a glass of water with red food coloring in it and soon the color will have been drawn up into the leaves on the stalk.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Needs Lesson # 3

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART	

1. Each child can make a page for their A Book About Me about foods they like or don't like. The page might say:
   Here are some things I like to taste,
   but here is something I don't like to taste
   You could make two separate pages if you'd rather.

2. Vegetable Men:
   Potato - body
   Carrot - legs
   String Bean - arms
   Tomato - head
   Corn - ears
   Lettuce - hair
   Cut each vegetable, color and put together with brass fasteners so parts of the body move.

3. Make a grocery store for Model Community.

4. Make a farm for growing vegetables on the Model Community.

5. Bulletin board idea! Children cut slits in a large piece of green paper. Then they color and cut out various vegetables and put them through the slits to make the vegetables grow in the ground. Vegetables that grow on vines could be attached to string or yarn on top of the ground. As fruits are added to the study, trees may be added to the picture.
   (Save detailed discussion on how food gets to you until Picture #30)

6. Use papier machè or play dough to make vegetables for a play store.
   Papier Machè -- For the round-shaped vegetables or long vegetables papier machè covered balloons would be nice. Wall paper paste or wheat paste and water mixed with an egg beater work better than flour and water. The brown paper towels we get at school better than newspaper as they are more absorbent!
   Two coats will usually do the trick.

CAREER EDUCATION ACTIVITY SHEETS

Level K   Unit Needs   Lesson # 3

Career Education Concepts: All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

Play dough -- two parts flour, one part salt and a little salad oil mixed to the right consistency with water is a good play dough recipe.

ART

7. Make collage of pictures of fruits and vegetables children bring.
   Title: fruits, cut out of fruits, and vegetables cut out of vegetables.

8. Each child joins in a "Tasting Party" with various raw vegetables. Before the party each child can make a placemat to use. In order to make the placemat, the child is given a mimeographed page picturing the vegetables to be tasted. They color the pictures, cut them out and paste them around the edges of the placemat. During the actual tasting the child can circle the pictures on their placemat of the things they like and put an X on those they don't.

HOMEMAKING

1. Take a trip to the nearest grocery store to buy vegetables to bring back and taste and to make vegetable soup. Before you go, contact the produce manager of the store so that they can have some vegetables there that they do not normally keep on hand.

2. Before the children make the vegetable soup, you could have a short discussion on washing their hands and the vegetables before cooking. Use a magnifying glass to look at their hands and vegetables before and after washing.

Vegetable Soup: (or Vegetable Beef Soup)
Equipment - Electric frying pan with cover, spatula, soup ladle, knives, spoons, can opener paper or plastic cups for serving the soup.

Ingredients - 1 1/2 lbs. ground beef, 2 cans of tomatoes, 1 can onion soup, Level K Unit Needs Lesson # 3

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	1 can beef bouillon, small peeled potatoes, peeled carrots, 1 lb. green beans, (canned corn and canned peas can be added if you wish) salt and oregano	
	Procedure - Have the children clean the beans and snap them. They can also cut the potatoes and carrots once you have peeled them. Brown the hamburger, pour off the fat and add the other ingredients. Have the children smell the oregano. Cook until the vegetables are tender (30 to 40 minutes) and ladle into cups. If the soup is too thick, add a little water.	
	LANGUAGE ARTS	
	1. Ginn Kit A - Unit 10, Lesson A&B, and Unit 13	
	2. Peabody Language Development Kit Food Cards have some vegetables included and there are 3-D plastic vegetables in the large box.	
	PHYSICAL EDUCATION	
	1. "Here we go to the Grocery Store" (to tune of Mulberry Bush) The children can suggest the things you will buy there.	
	SCIENCE	
	1. When you are using all these vegetables save the tops of the radishes, carrots, beets and sweet potatoes. Use a bowl (preferably a glass one they can see through) and cover the bottom with pretty pebbles. Lay the vegetables on the pebbles and add enough water to cover the pebbles and the bottom of the vegetables. Let the children discover how the tops grow!	
	2. Center: Use fruits and vegetables from Peabody Kit. Children classify by dividing onto two trays.	

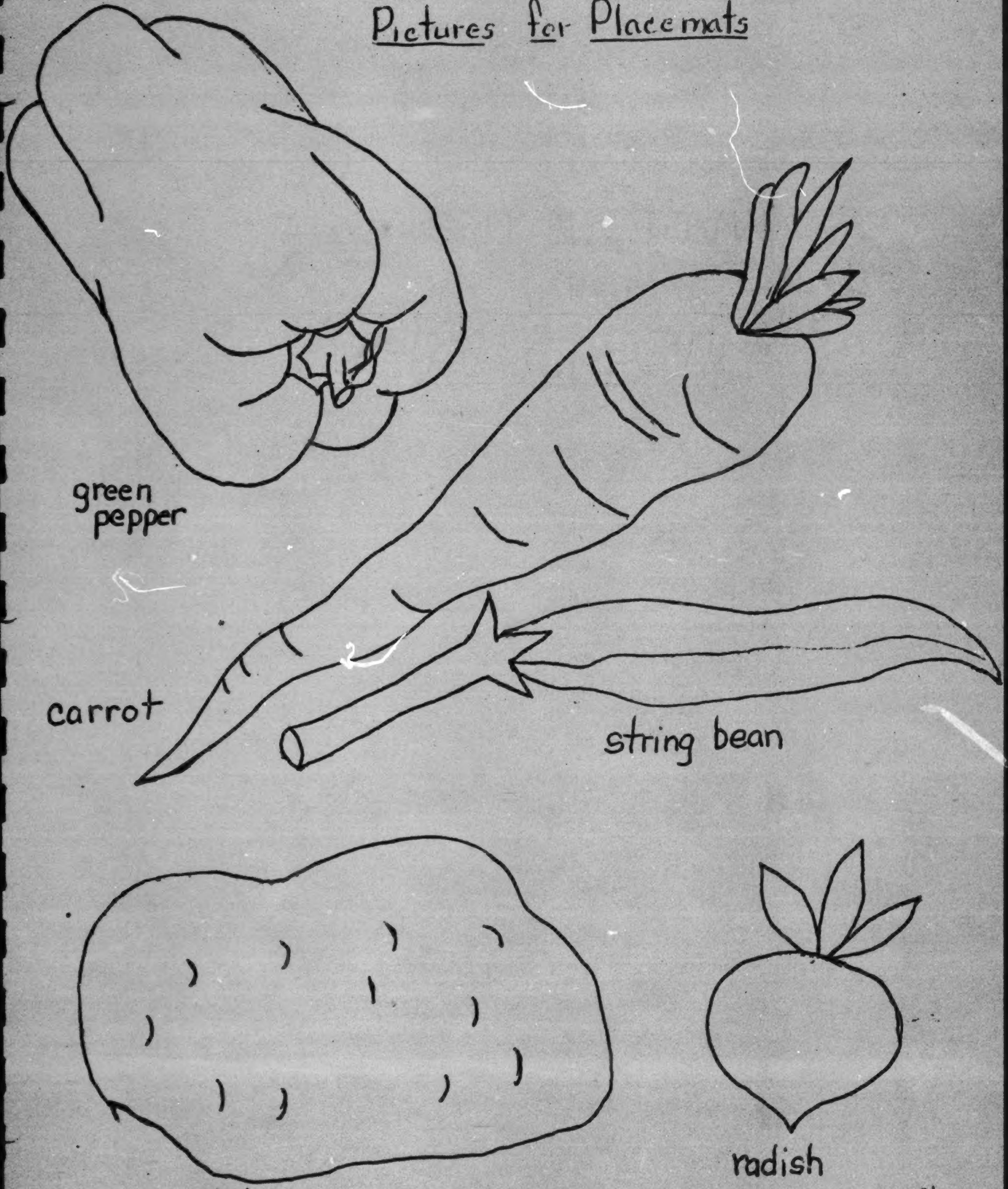
CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Needs Lesson # 3
Picture #25

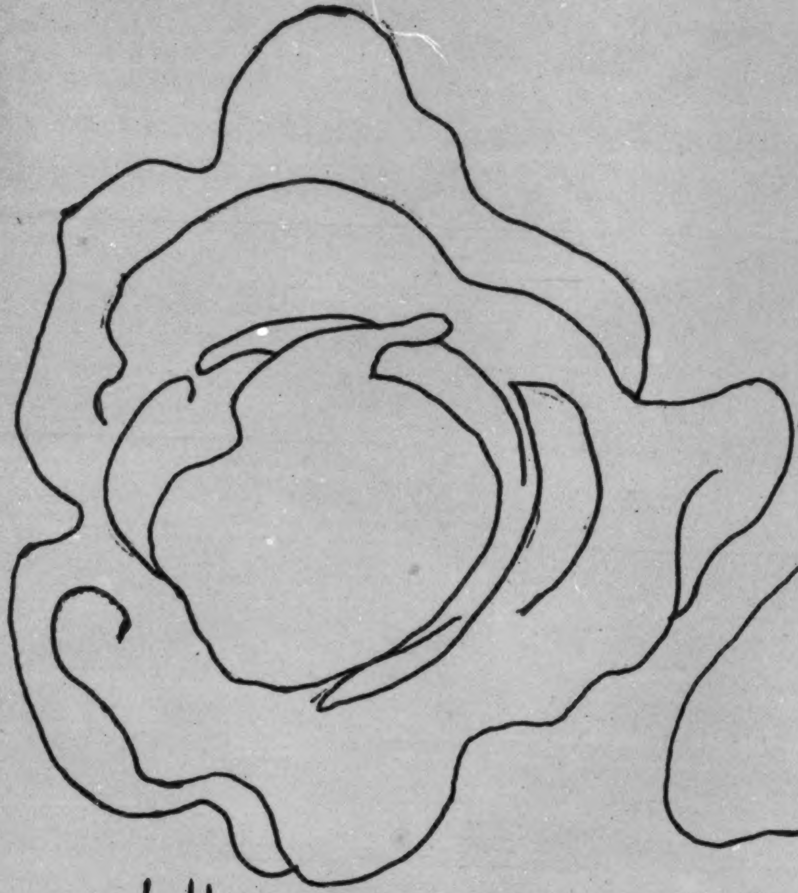
Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. Set up a grocery store in your classroom. You will need: a cash register, play money, paper bags, an apron for the clerk, and lots of boxes, cans and containers. P.S. A tomato is a fruit! P.P.S. Don't forget to add new words to your class dictionary.	

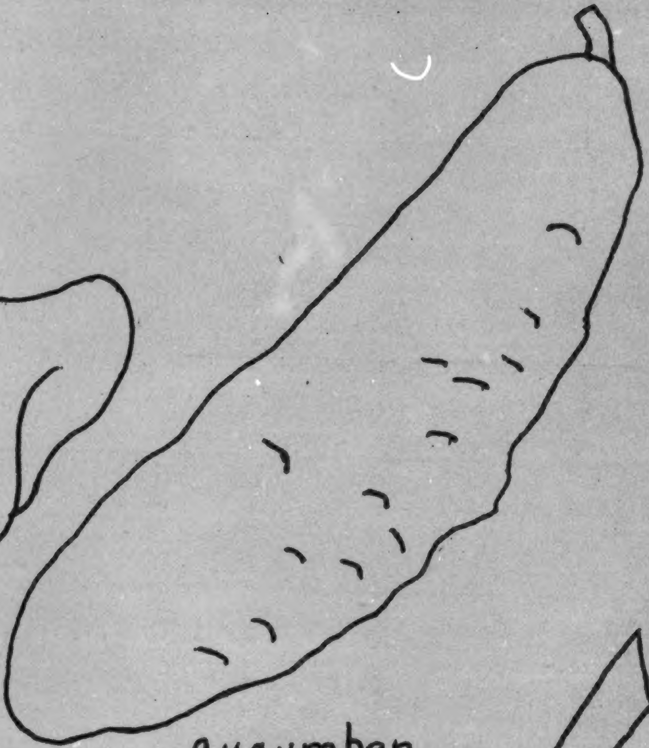
Pictures for Placemats


green pepper
carrot
string bean
potato
radish

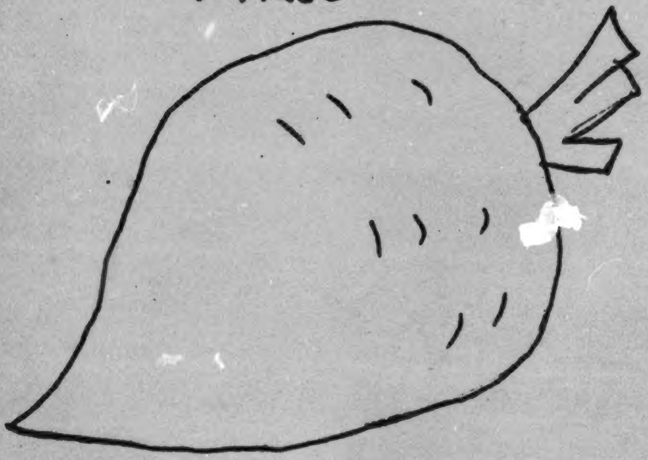
[illegible] Pictures for placemats.



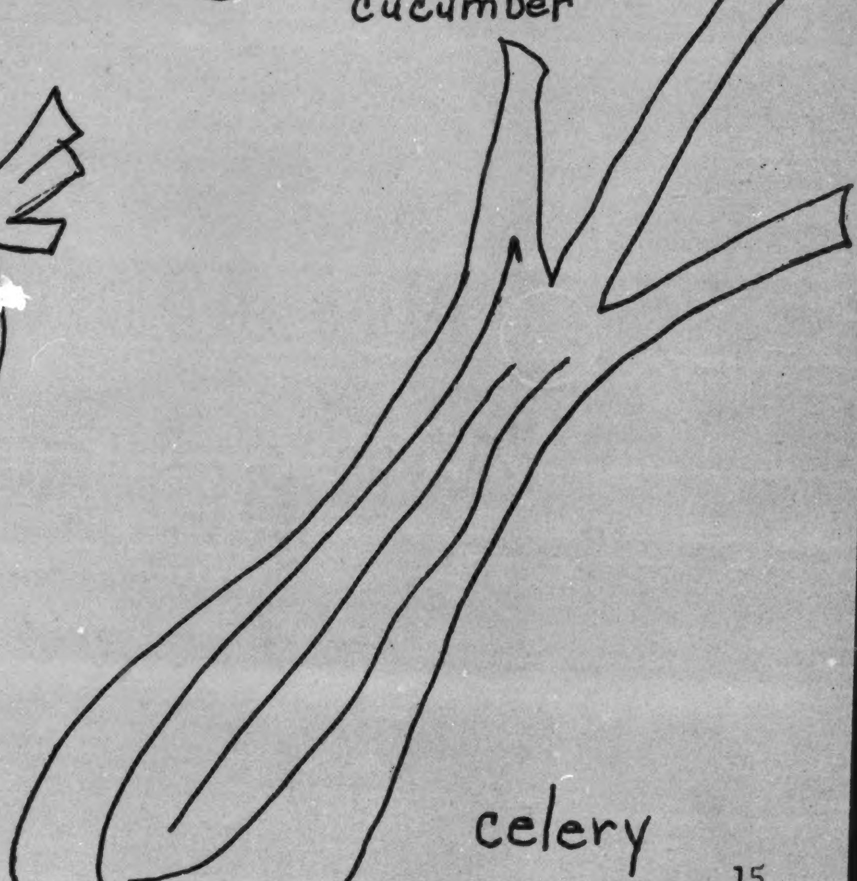
lettuce



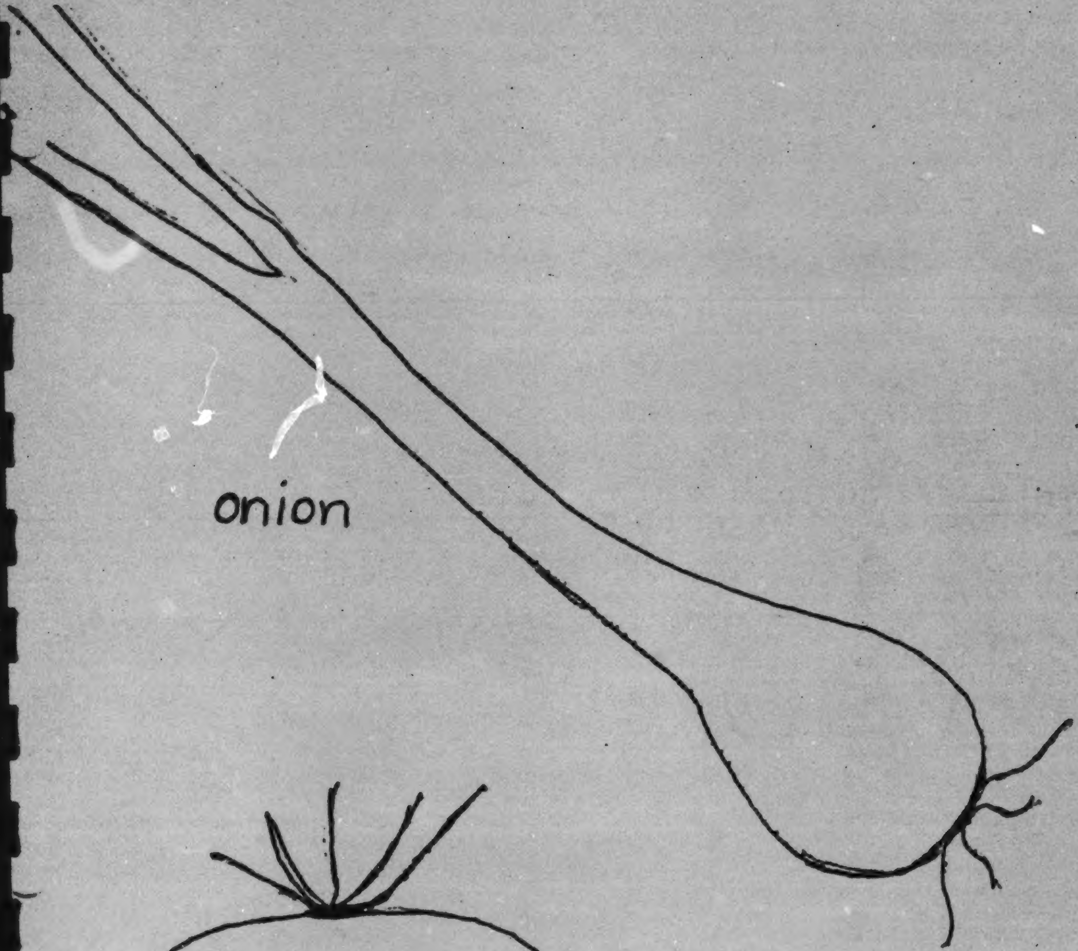
cucumber



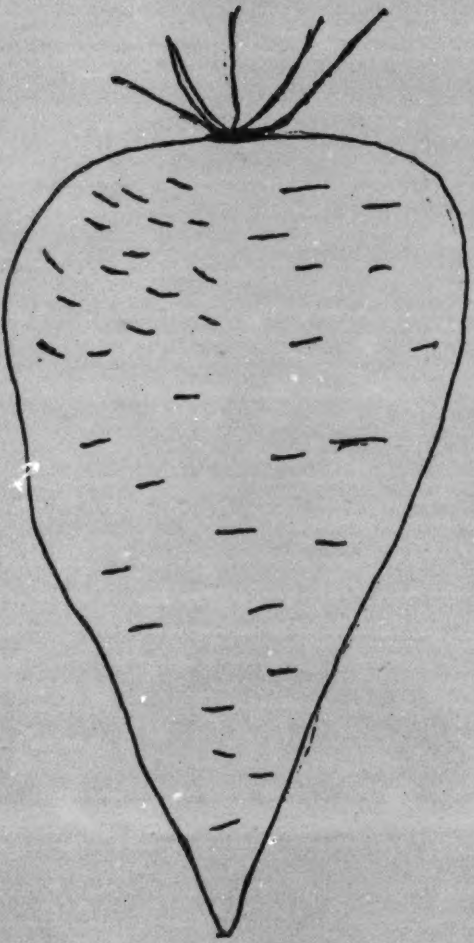
turnip



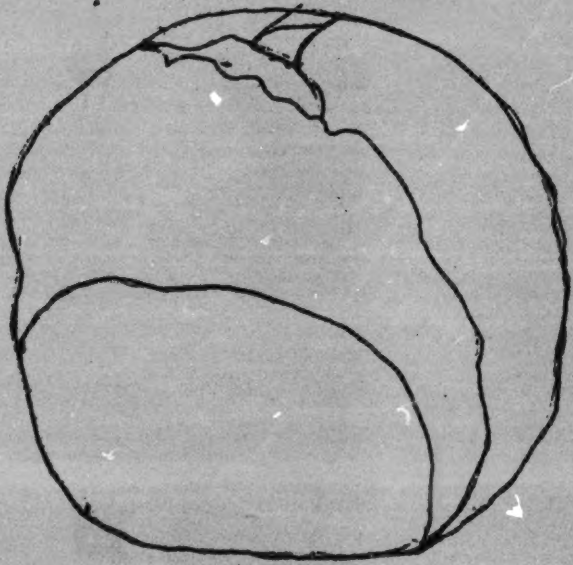
celery



onion



parsnip



cabbage

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Needs
Lesson # 4
Picture #26

Career Education Concepts: Most kinds of work need some skill or training.
All kinds of work are interdependent and should benefit society.
All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Each child can draw a picture of their house for their A Book About Me. The page could have this mimeographed at the top: Here is where I live with my family.

2. When each child has learned his address they may make their house to go on the Model Community. We suggest using the following pattern for the houses, as milk cartons would probably be too large for all the children's houses to fit on.

3. Construct a doll house for the room from a large cardboard box. Furniture pictures could be cut from magazines or catalogs and glued on to matchboxes.

LANGUAGE ARTS

1. Experience story - edges decorated with thermafax copies of pictures of houses from coloring books.

2. Name all the kinds of houses that people live in. This could be an on-going project as the children will probably keep thinking of things. Include such things as apartment houses, trailers, tents, houses on stilts, log cabins, tree houses. The story, We Were Tired of Living in a House would go well here. They could also think of all the kinds of houses that animals live in and add the words to the dictionary.

3. We suggest that Picture #10 from unit on Places be used in connection with this lesson rather than in its proper place.
4. Peabody Language Development Kit Household Cards.
5. Ginn Kit A - Units #5 and #13

6. The Three Little Pigs
If you have access to the filmstrip, it would be better than the book. Dramatization or puppets could be used to act out the story for another class in your school.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Needs Lesson # 4

Career Education Concepts: All kinds of work are interdependent and should benefit society.
All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS (con't) 1. Wires, wires, wires for lights everywhere. Who wires the new house for lights? Pipes, pipes, pipes for water everywhere. Who puts the water pipes into the new house? Plaster, plaster, plaster on the walls everywhere. Who plasters the new house? Paint, paint, paint on walls everywhere. Who paints the new house? 2. My House - The World of Language - Book I - Teachers Edition Follett Educational Corp. 3. Sewing Mother has a needle. Mother has thread This is the way she sews my clothes And tucks me into bed. MUSIC 1. "Mary Wore a Red Dress" (Making Music Your Own pg. 12) Use variations such as: Johnny wore a cotton shirt, Susan wore a velvet jumper, etc. RESOURCE PEOPLE 1. Have a mother come in to show the children how she knits or crochets things for her family.	

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Needs
Lesson # 4
Picture #27

Career Education Concepts: All kinds of work are interdependent and should benefit society.
All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

RESOURCE PEOPLE

1. Plumber-After showing the children the tools, macaroni pipes could be laid from the pumping station to the children's houses on the Model Community.

2. Bricklayer-Have the bricklayer construct a small wall to show the children how layers of bricks are alternated. Someone from Cushwa could come to show how bricks are made.

3. Bulldozer operator-Have the operator bring a bulldozer to show the children how it works. Add matchbox bulldozers to the Model Community. Use toy bulldozers in the block corner.

4. Cement mixer and operator-Let the children watch how the cement mixer works. Make cement in the classroom.

5. Carpenter-Have this worker show the children the needed tools. Construct a work bench for the children to use in the classroom. (soap rubbed on nails makes them easier to drive into a piece of wood.)

6. Electrician-Show the children all the tools needed and have the worker lead a brainstroming session on all the things that use electricity in the house.

7. Painter-After the visit children could use large brushes and water to paint the outside of the school.

SOCIAL STUDIES

1. Walk around the neighborhood to look at the different kinds of houses.

2. If possible take a trip to an area where several homes are under construction to see the steps in building a house.

3. Make a collection of items used in building houses and have the children go pick out the materials that their houses are made of. Some

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Needs Lesson # 4

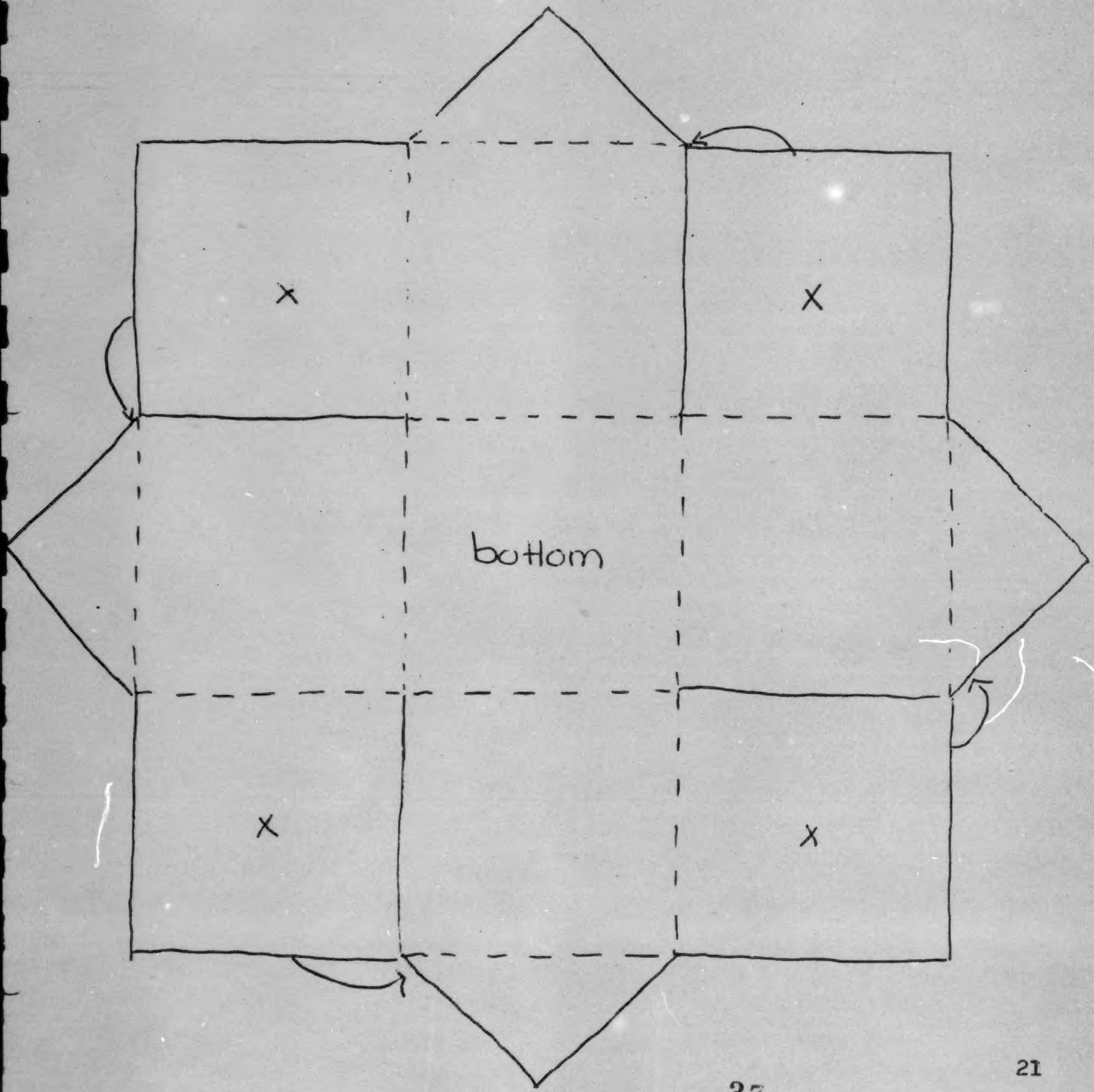
Picture #27

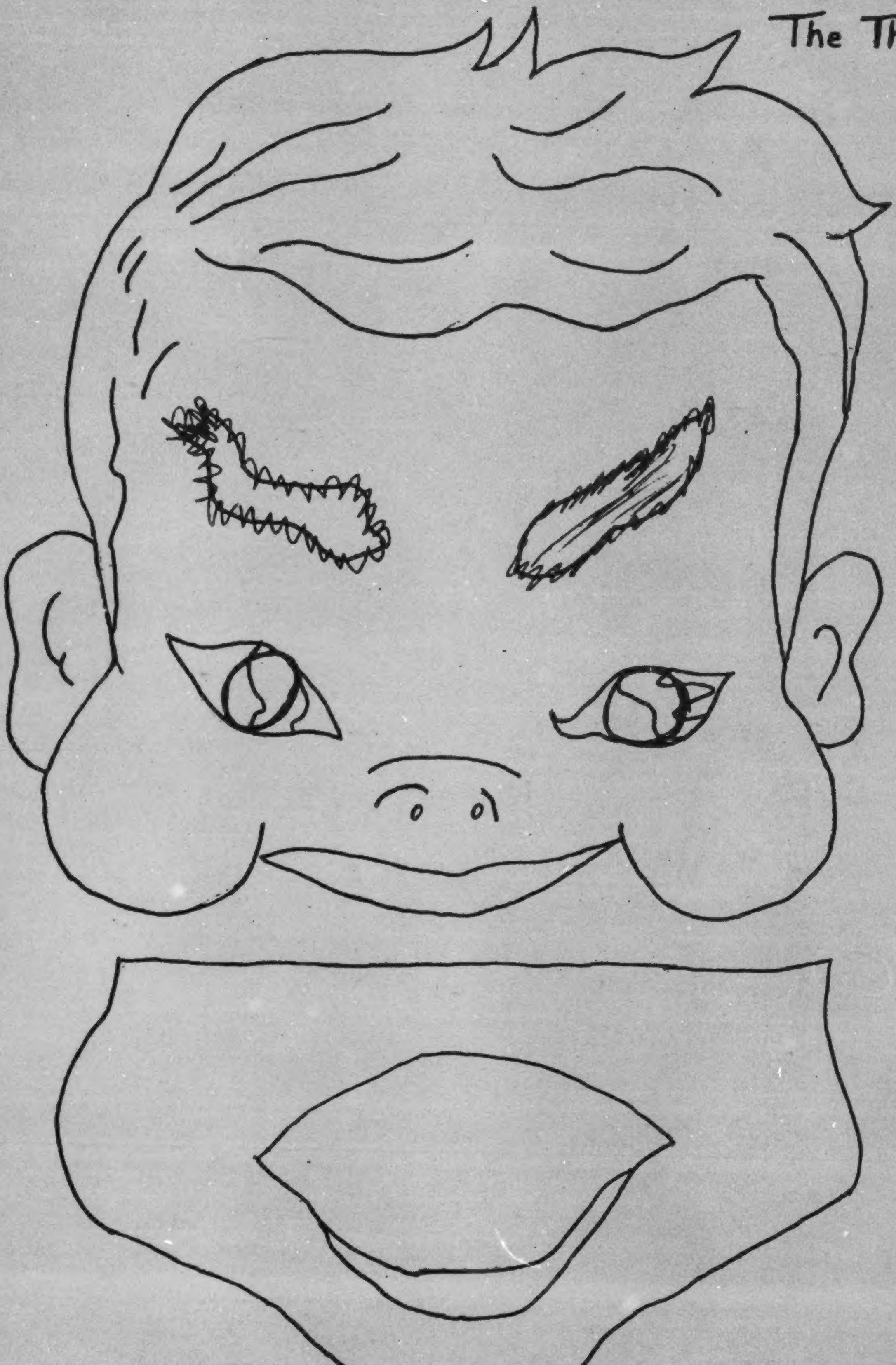
Career Education Concepts: All kinds of work are interdependent and should benefit society.
All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	items to include are a brick, stone, wood, redwood, a concrete block, a piece of aluminum siding, a piece of asbestos shingle, tar paper, corrugated tin, roof shingles, and slate shingles.	
	4. Use the mannequins from the Peabody Language Development Kit and dress them for different kinds of weather or for different kinds of activities such as sleeping, swimming, going to school, etc.	
	5. This would be a good time to fix up a prop box for the plumber, the electrician and the carpenter. Refer to the information in the front of this guide for ideas in constructing a prop box.	

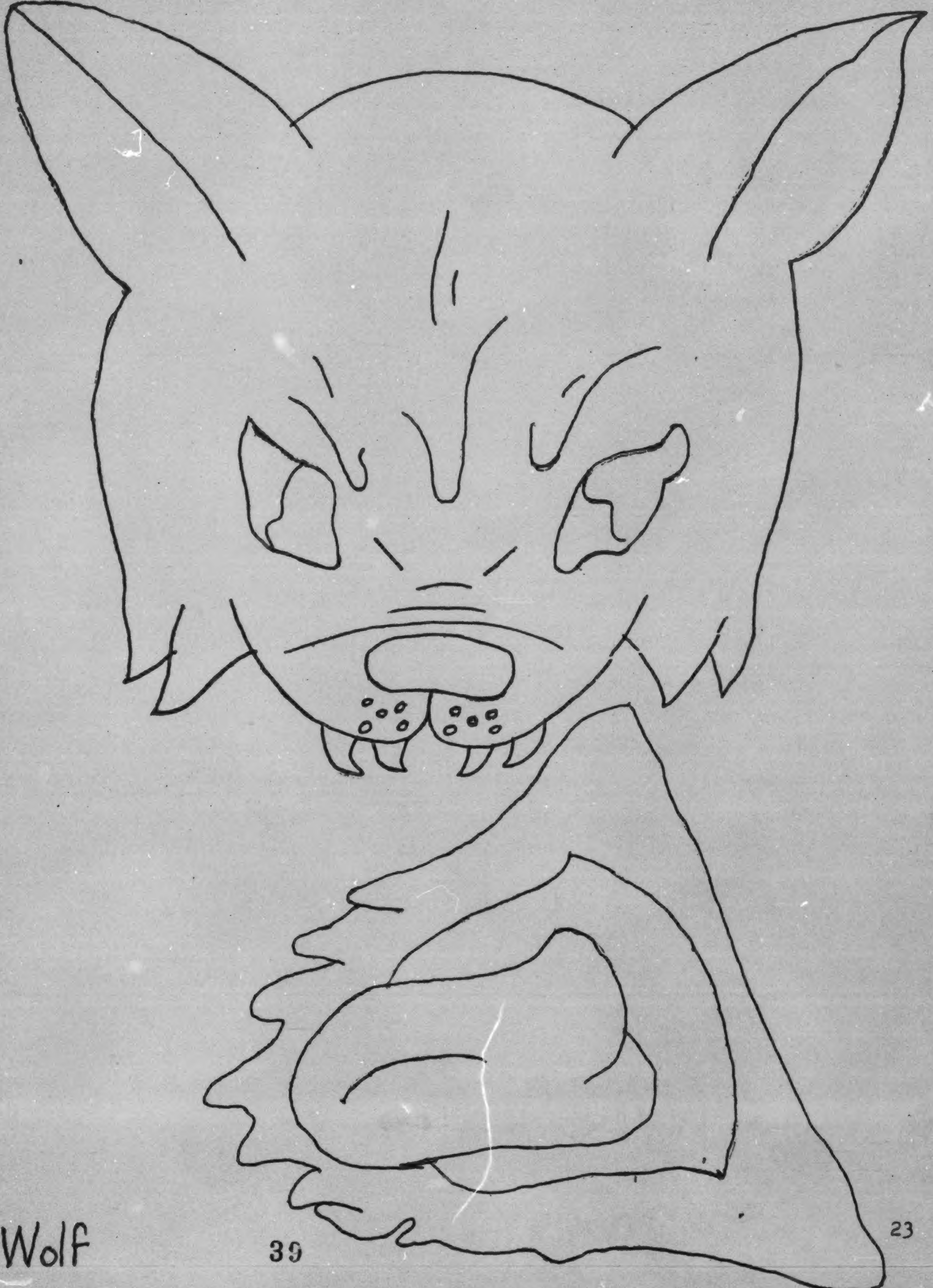
PATTERN FOR CHILDREN'S HOUSES

1. Color doors and windows on those sections WITHOUT the X. (Use colored pencils.)
2. Cut on the SOLID lines.
3. Fold on the DOTTED lines, folding the sections with the X's behind the colored sections
4. Leave the tops open.
5. Print the child's name and address on one side of his house.
6. If you mimeograph this pattern on construction paper, the houses will have a little more body than if you use the regular mimeograph paper.

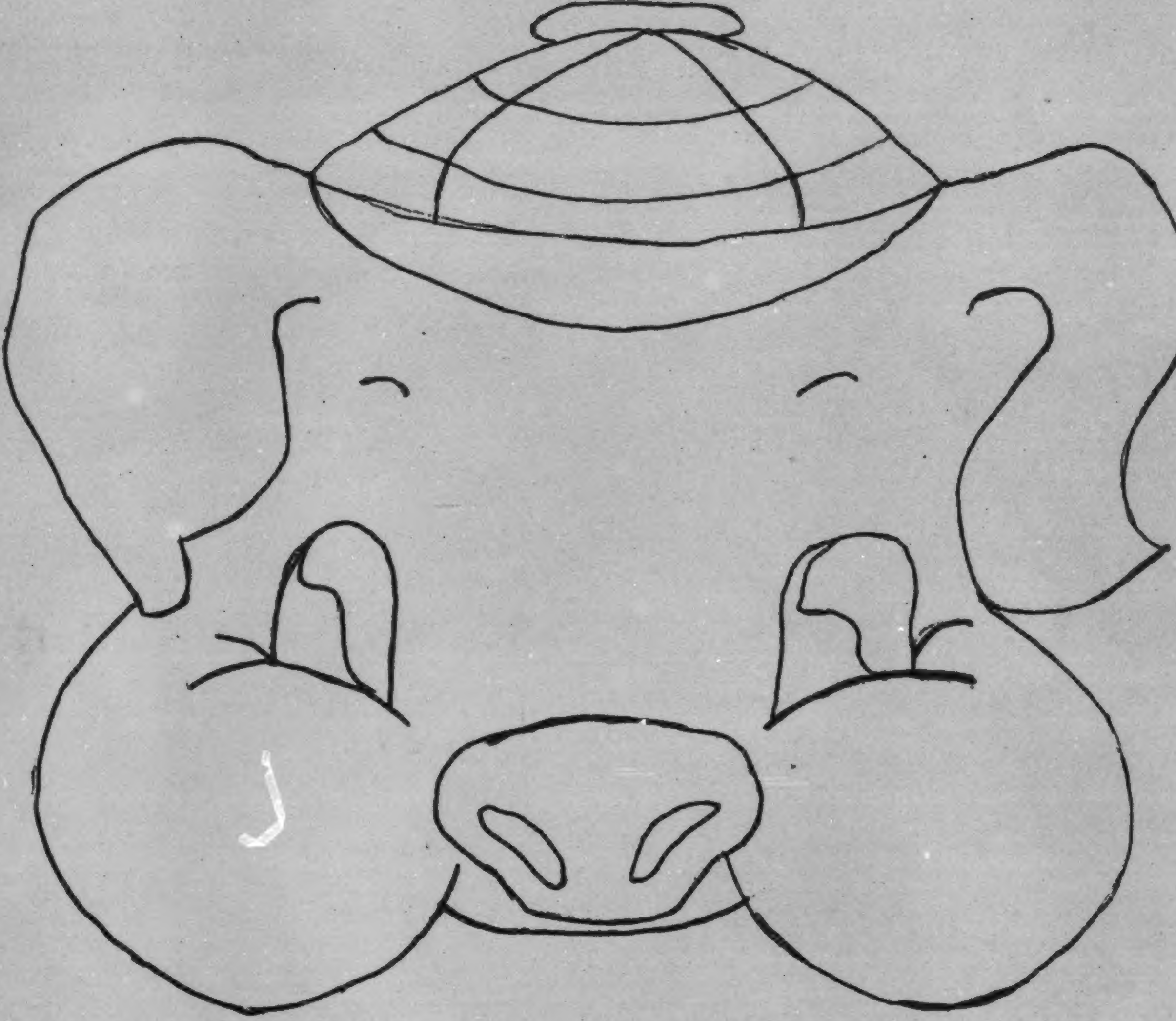


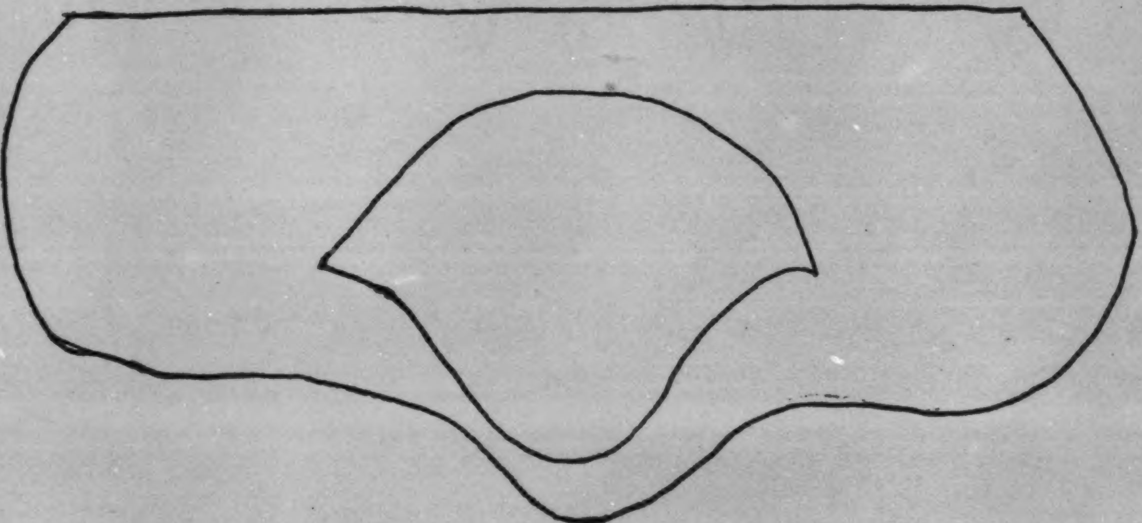


Little Old Man

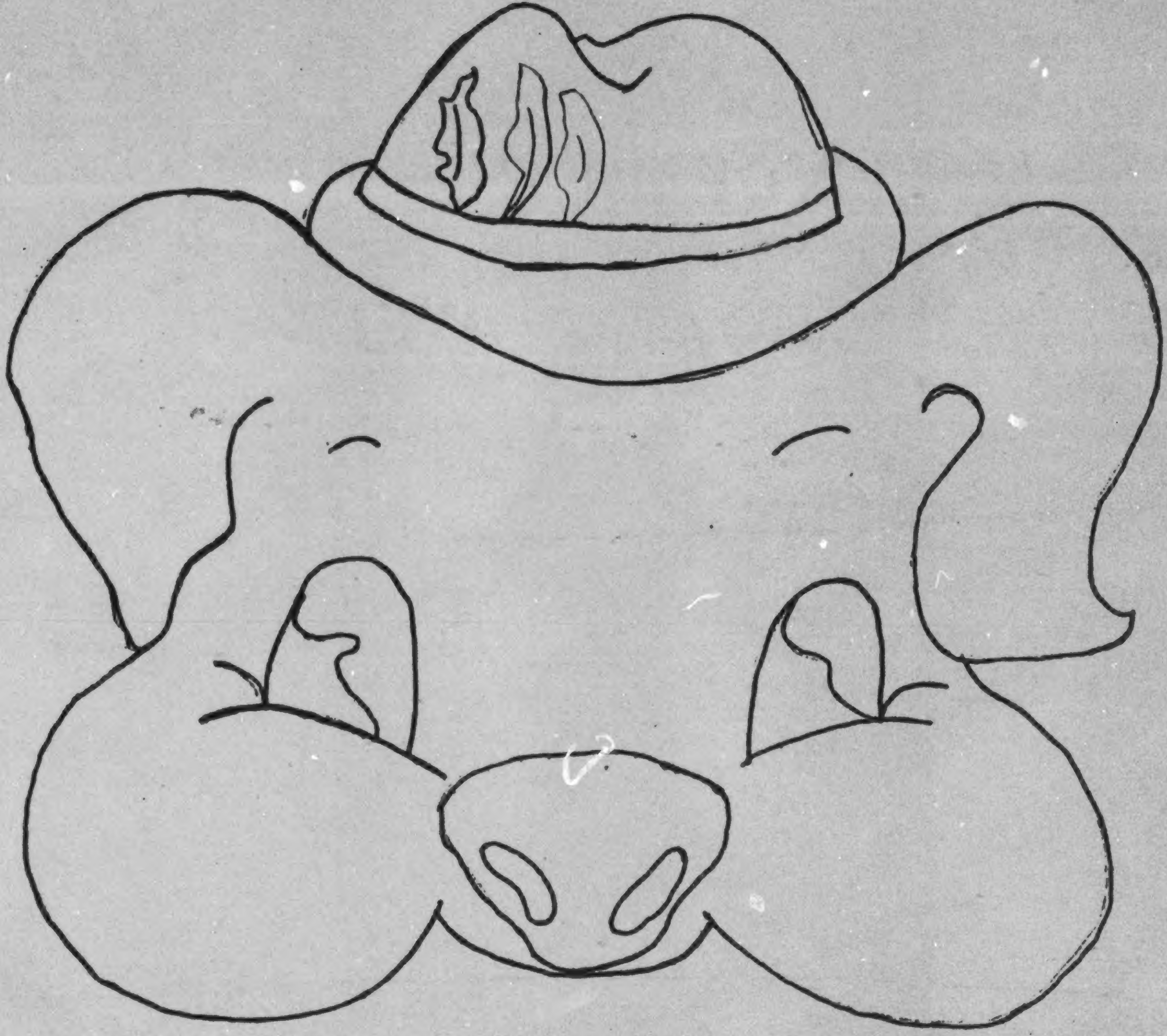


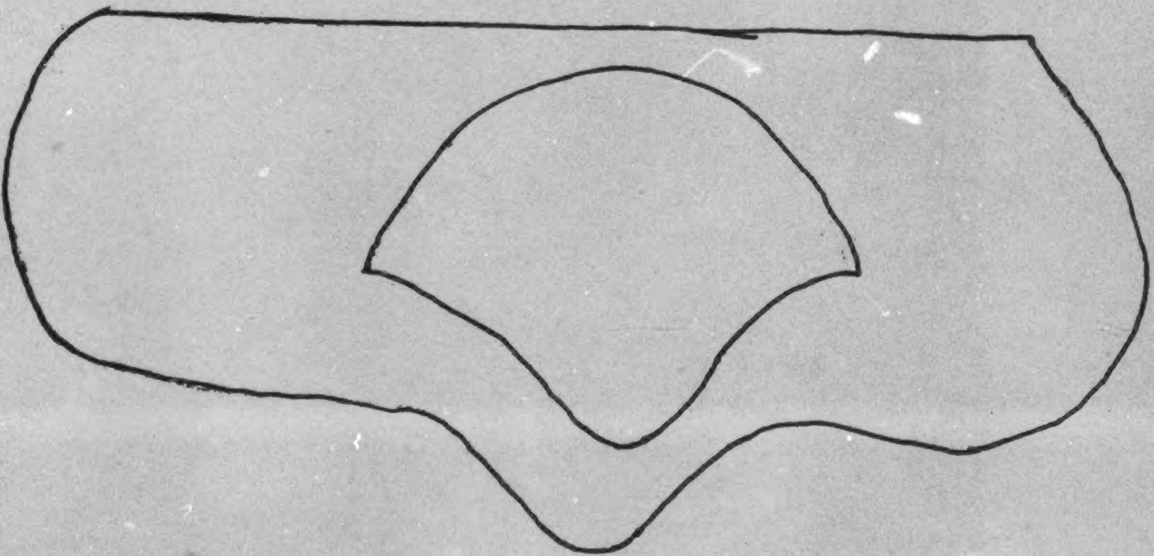
Wolf



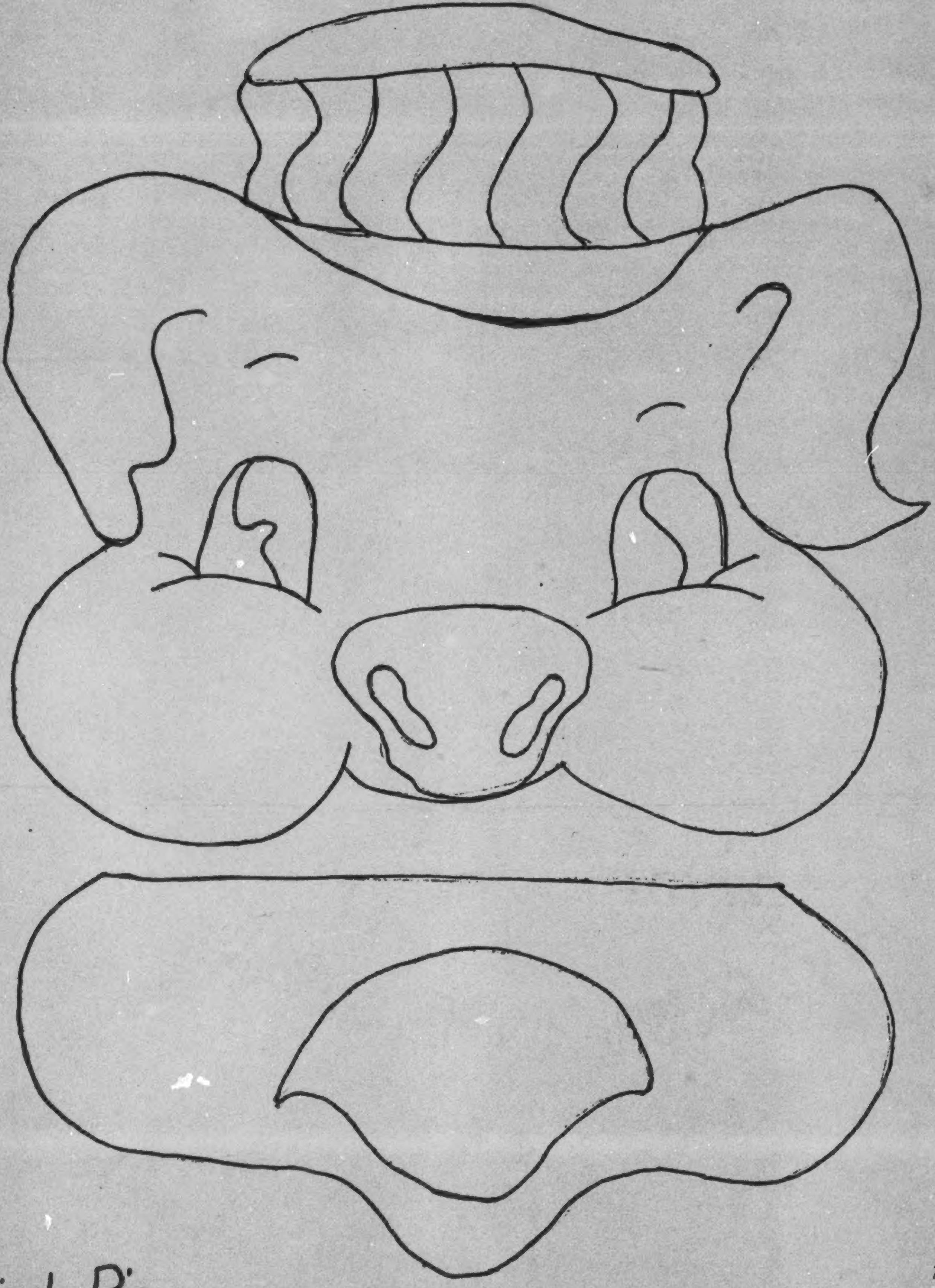


First Pig

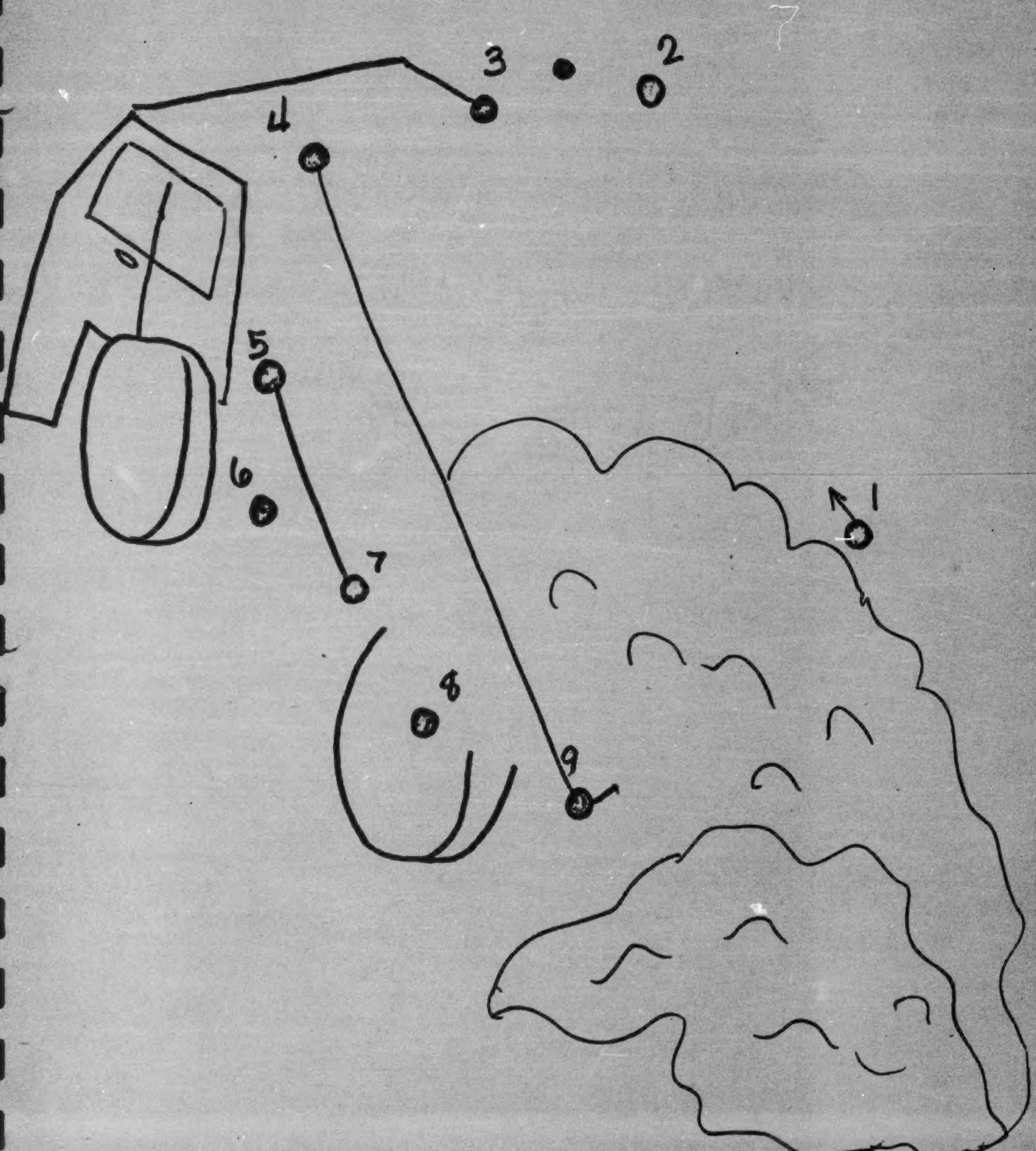




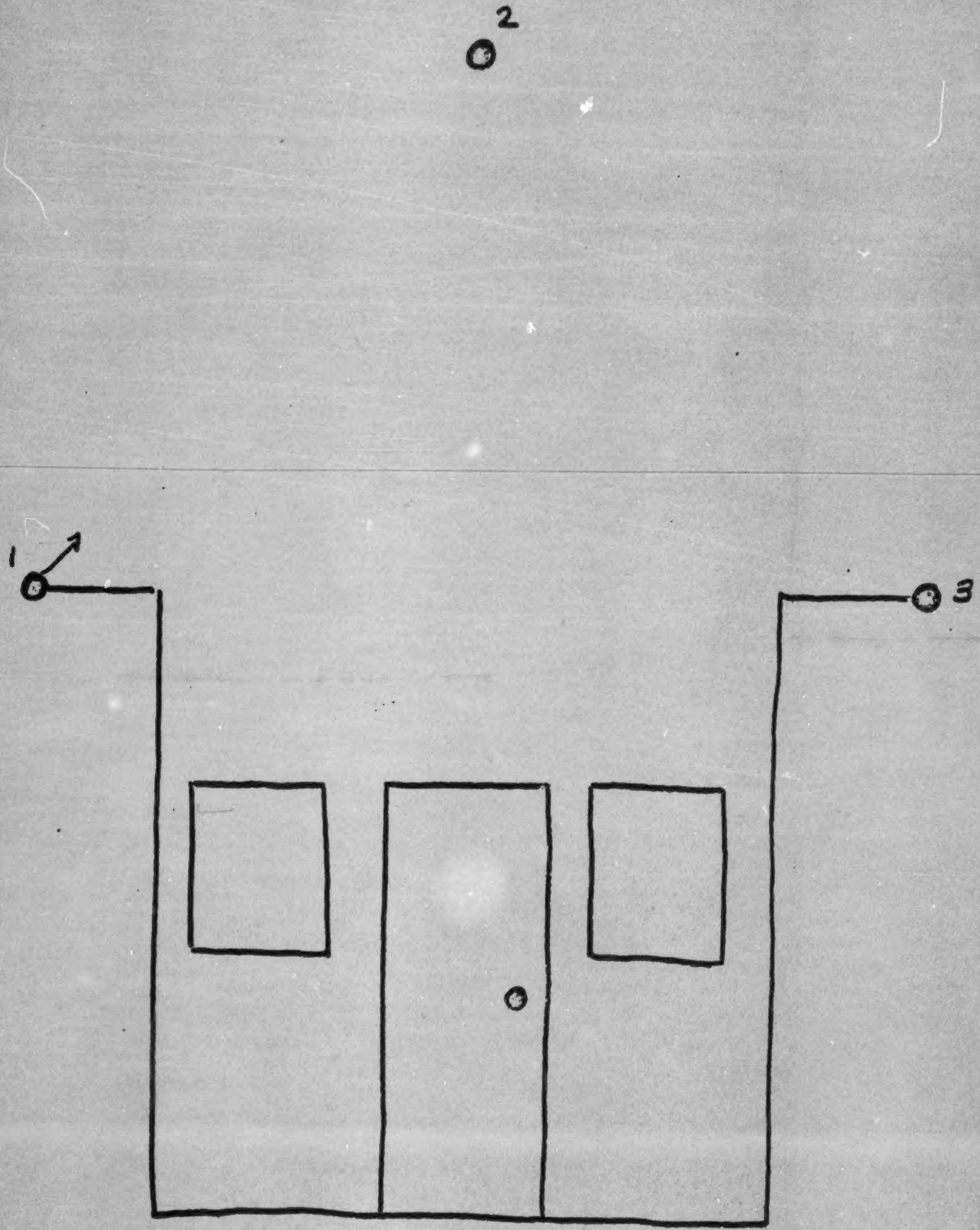
Second Pig



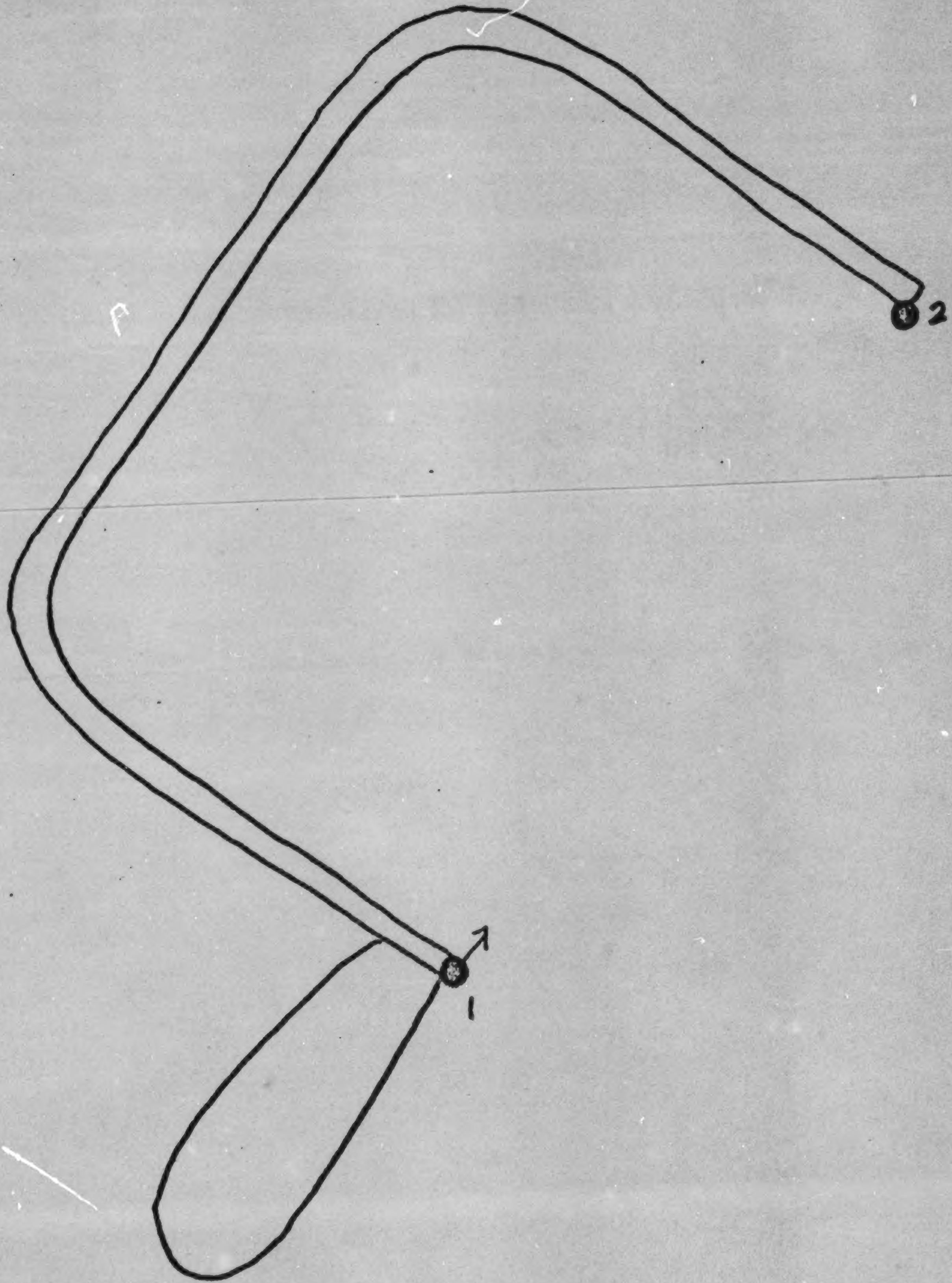
Third Pig



I am a busy ________ ____________.



1, 2, 3, what can this be?



1, 2. the __________ is new.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Helping Lesson # 1

Picture #28

Career Education Concept : All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Each child can make a page for their A Book About Me on which these words have been mimeographed:
   Here is how I help my family.
   Things Daddy uses at home to help our family.
   Cut pictures from a catalog and paste on a page.
2. Make or use family member puppets and act out situations which occur in the home.
3. Make a bouquet of promises of things the child can do to help at home. (Directions follow.)

LANGUAGE ARTS

1. Peabody Language Development Kit Family cards.
2. Discuss where does the company that employs Mother or Father get the money to pay them?
3. Act out Daddy and Mother going to work, getting paid, bringing their check home, cashing the check and spending the money.
4. Have a mother and a father who are employed outside the home come in to talk to the children and to bring the product they make if either of them work for a company that produces something.

   Have the children make up a list of questions to ask the parents BEFORE the interview.
   Some questions could be:
   Why did you choose this job?
   How did you learn to do your job?
   Did you have to go to school to get your job?
   Do you work alone?
   Who helps you in your job?
   Do you work in the daytime? nighttime? swing shift?
   Who pays you?

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Helping
Lesson # 1
Picture #28

Career Education Concept: All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS (con't)

5. Mother (Act this one out)
I have two little hands to help my mother,
Two little eyes to see her,
Two little ears to hear her sweet voice,
And one little mouth to kiss her and say goodnight.

6. Read the poem called Boots
Have three pairs of boots - a child's, a lady's and a man's. Have three children wear the boots and act out how the people would act who normally wear the boots.

MUSIC

1. Don't Want to Go Home - Singing and Rhyming - Ginn

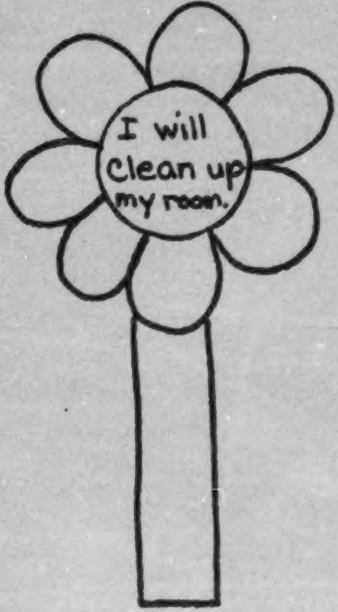
2. It's Fun to be a Helper - Music Round the Clock

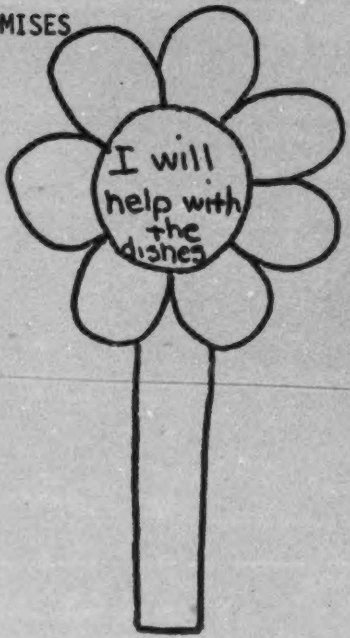
3. Did you Ever See A Mother? (Tune of Did You Ever See a Lassie?

SOCIAL STUDIES

1. Match a picture of a mother and a father to the things they use.

A BOUQUET OF PROMISES





1. Give each child a piece of construction paper from which to cut a flower pot shape.
2. Give each child a large piece of paper. Child pastes the flower pot at the bottom of the paper, being careful to leave the top of the flower pot free from paste so that the little flowers can be inserted.
3. Each child has a mimeographed paper with the flower shapes and their promises on it. Child colors and cuts out the flowers and slips their stems into the flower pot.
4. When their parents wants them to do a certain task, she can remove the flower with that task on it as a reminder that they have promised to help.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Helping Lesson # 2

Picture #29

Career Education Concepts: All kinds of work are interdependent and should benefit society.
All work involves the production of either goods or services.

Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes

ART

1. Make papier machè or play dough fruits for the grocery store in your room. The recipes and suggestions for making papier machè and play dough are listed in the unit on needs, Lesson Three, Picture #25.

2. Use the Apple Tree Story on the following page and have the children color, cut and paste their own story. (This activity is good for strengthening the left-to-right concept.)

3. In the unit on needs, Lesson Three, Picture #25 we suggested that a bulletin board be started about vegetables that grow under the ground and on vines. We suggested that space be left to add fruit trees. The different kinds of fruit trees could be added now.

4. Draw a tree on the chalk board. Children add fruits that grow on trees with colored chalk. One child acts as the eraser to erase those that are not fruits or those fruits such as watermelon and tomatoes that grow on vines.

HOMEMAKING

1. Make applesauce.
Equipment-large pan, knives (for mothers or other adults to use in peeling and quartering apples), measuring cup, large spoon, spoons, paper or plastic cups for eating the applesauce.
Ingredients-22 large apples
2 1/2 cups of water
1 1/2 cups of granulated sugar
1 1/2 cups of red candies (Red Hots)
2 tsp. cinnamon
Procedure-Peel and quarter the apples. Put the apples and the water in the large pan with the lid on and simmer until the sugar and candies are dissolved. Cool. Put into cups for eating. (This recipe makes about 30 servings.

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Helping
Lesson # 2
Picture #29

Career Education Concepts: All kinds of work are interdependent and should benefit society.
All work involves the production of either goods or services.

Check Activities Used
Suggested Activities
Teacher Comments And Suggested Changes

2. Have a fruit tasting party using the directions given for the vegetable tasting party in the unit on Needs, Lesson Three, Picture #25.

3. Make fruit cocktail. Use canned fruit cocktail and add cut, fresh fruit that you have peeled and the children have cut into small pieces.

   After making and eating either the applesauce or fruit cocktail, have a "Clean Up Party" with certain children assigned to washing the dishes and certain children assigned to drying them and putting them away.

LANGUAGE ARTS

1. Peabody Language Development Kit has pictures of fruits to use in this lesson.

2. Ginn Kit A- Unit 10

3. Discuss: Why pickers and packer have to be careful of the fruit when they are working with it. Drop an apple on the floor several times, wait a short while and peel it to show the children the bruises - the consequence of dropping the fruit. Cut up some fresh fruit and allow it to sit out for several days so that the children can see how it dries up when it is exposed to the air. It might be helpful to mention that plums are dried on purpose to make prunes and that grapes are allowed to dry on purpose to make raisins.

   What is a migrant worker? Why do they only work a part of the year? Why do they have to move so much?

4. Three Little Apples (Act this one out.)
   Away up in the apple tree
   Three little apples smiled down at me.
   I shook that tree as hard as I could;
   Down came the apples. Ummmmm, they were good!

CAREER EDUCATION ACTIVITY SHEETS

Level K   Unit Helping   Lesson # 2
Picture #29

Career Education Concepts: All kinds of work are interdependent and should benefit society. All work involves the production of either goods or services.

Check Activities Used   Suggested Activities   Teacher Comments And Suggested Changes

5. Johnny Appleseed

6. The Little House

PHYSICAL EDUCATION

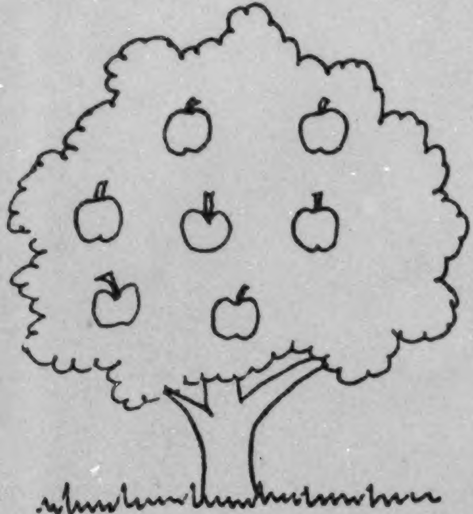
1. Upset the Fruit Basket- The children are seated in a circle and each is given a cut-out of a kind of fruit (use the patterns we supplied for the placemats) to sit on (Several children are given the same cut-out to sit on) One child stands in the center of the circle and calls the name of a fruit. The children sitting on that fruit must change seats, and as they do so the child in the center tries to get one of the seats. If he succeeds, the child left out takes his place in the center and calls the name of a fruit. If the child in the center calls, "Fruit Basket", all change seats. There must always be one cut-out fewer than the number of children playing.

SOCIAL STUDIES

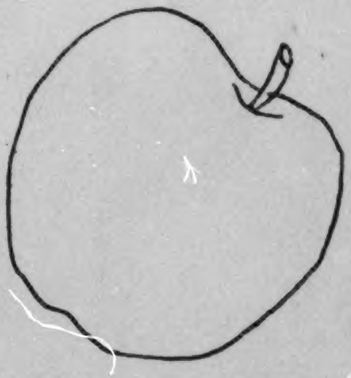
1. Go to an apple orchard. The Keller Lewis and Son Orchard on the Cavetown Pike is a good orchard. Mr. Lewis can tell you when they will be picking. Apples are picked in September and early October.

1. Make a transparency story or a larger copy of the picture and tell the story several times until the children are joining in and helping.
2. Give each child this sheet of pictures to color and then have them cut on the solid lines.
3. Give each child a long, thin sheet of paper and see it he can paste the pictures in the right order so that he can tell the same story you did, using his picture story.

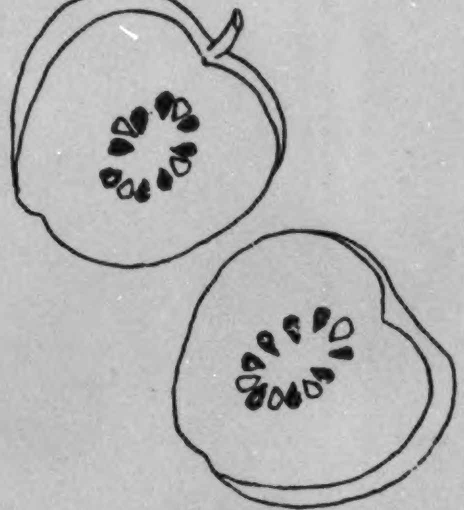
AN APPLE TREE STORY



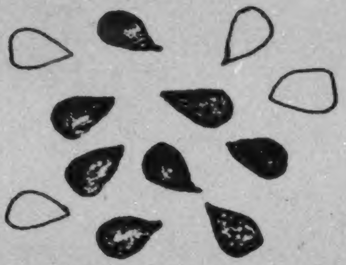
The little apples grew on the tree



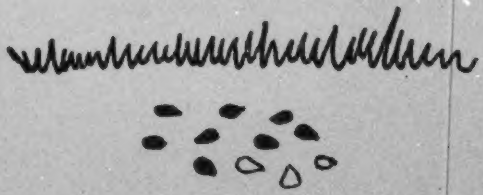
One fell off.



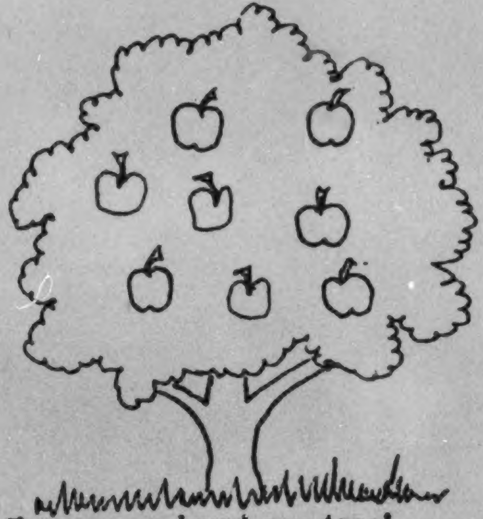
It broke open on the ground.



The tiny seeds fell out.

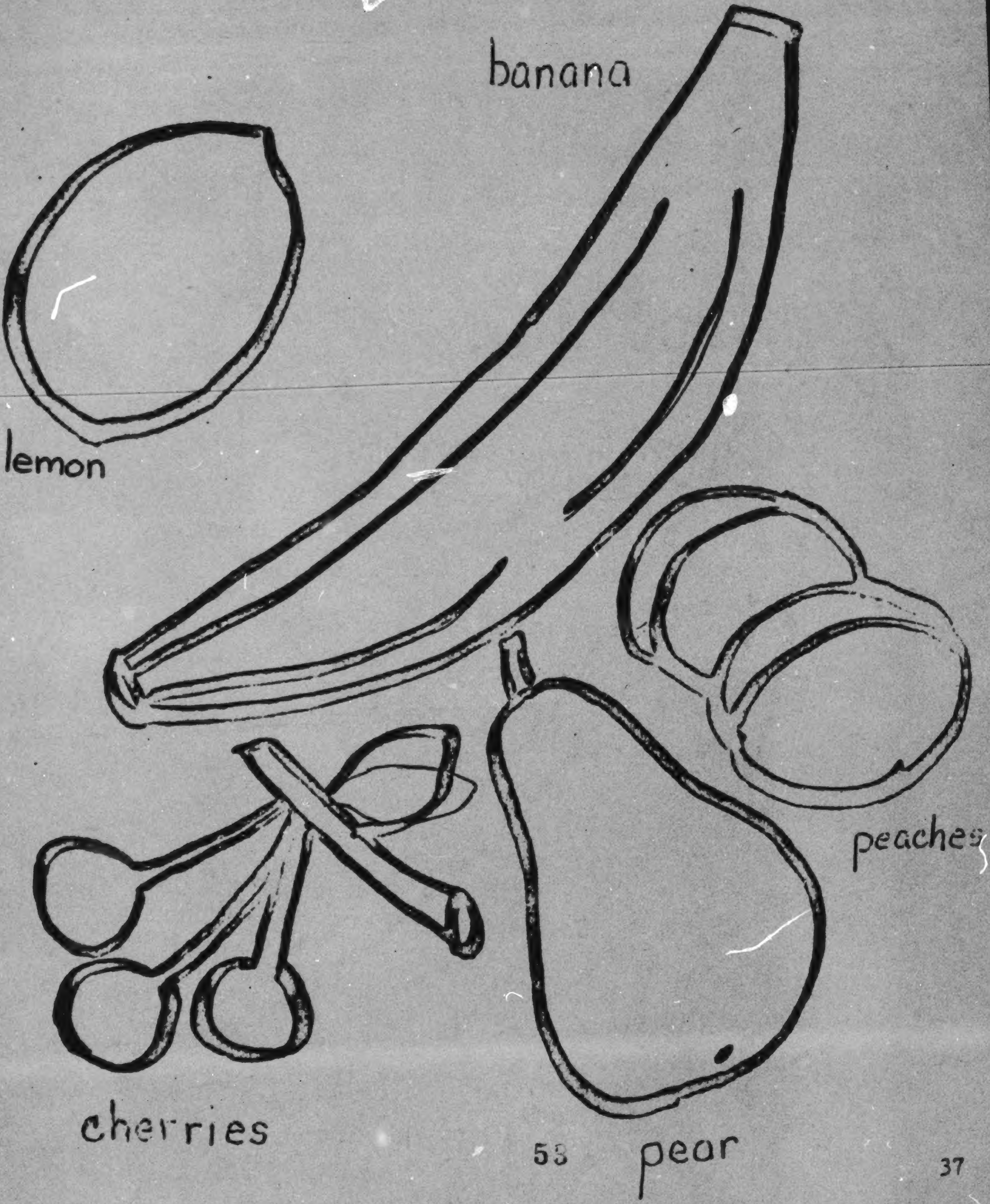


They slept down in the ground.

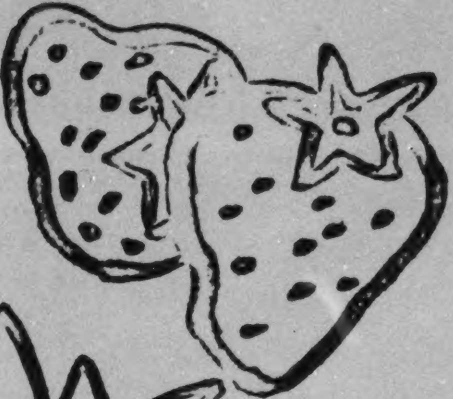


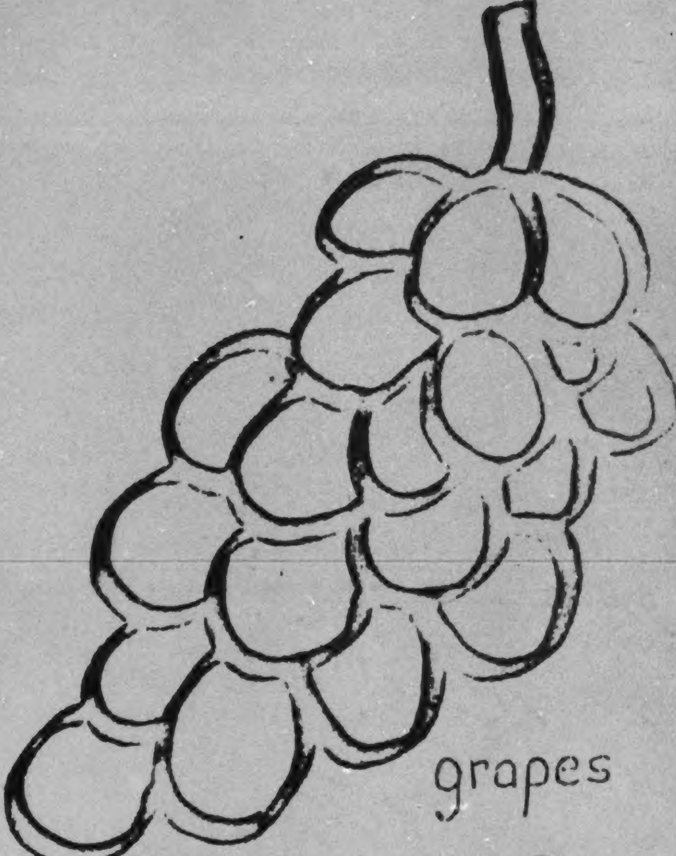
They grew a brand new tree!

Fruits to go on placemats

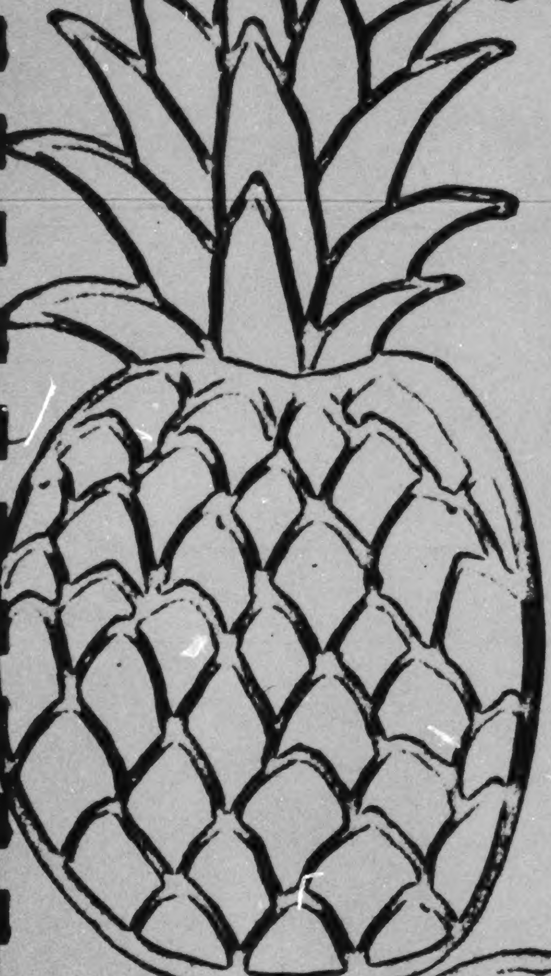

banana
lemon
peaches
cherries
pear

strawberries

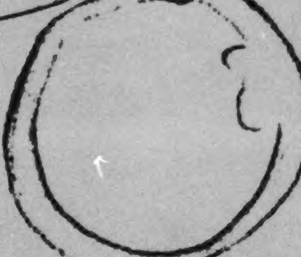




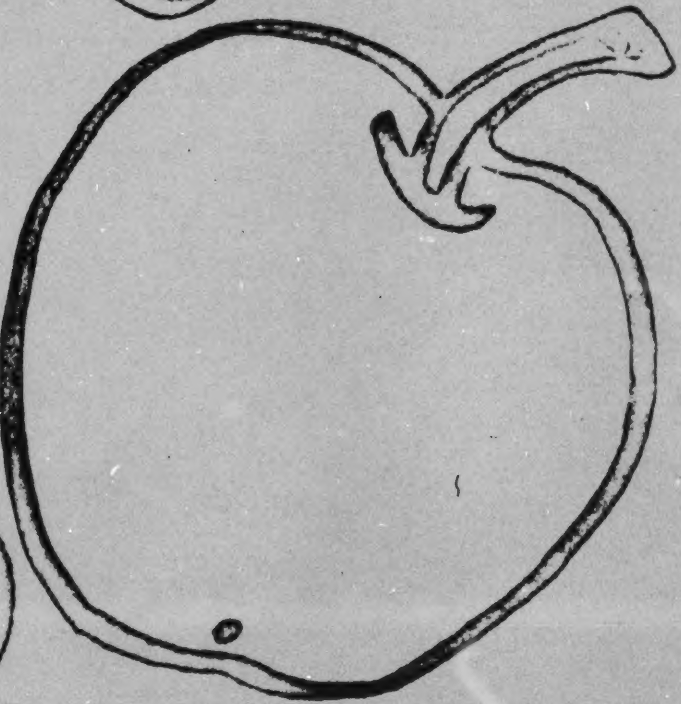
grapes



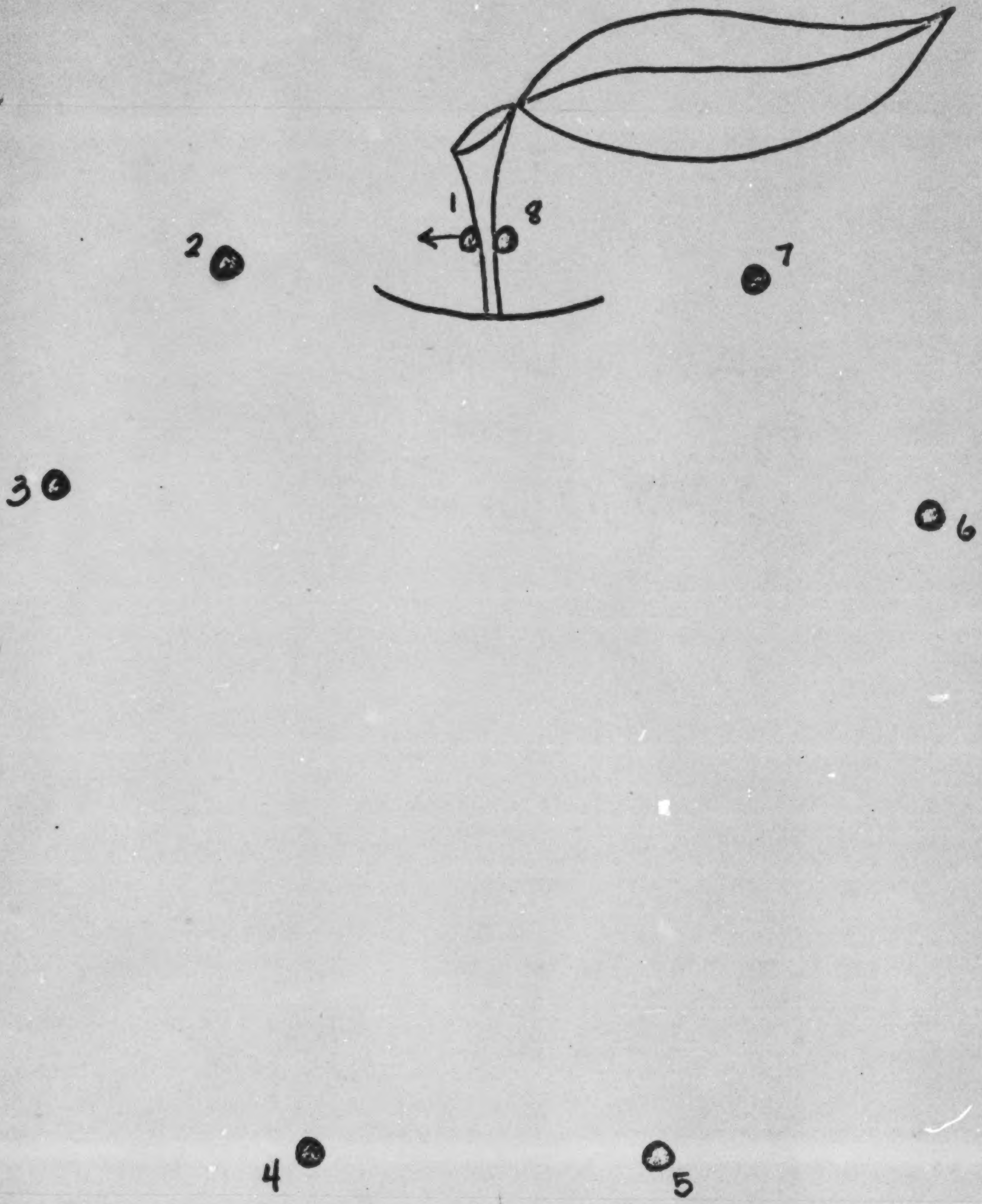
pineapple



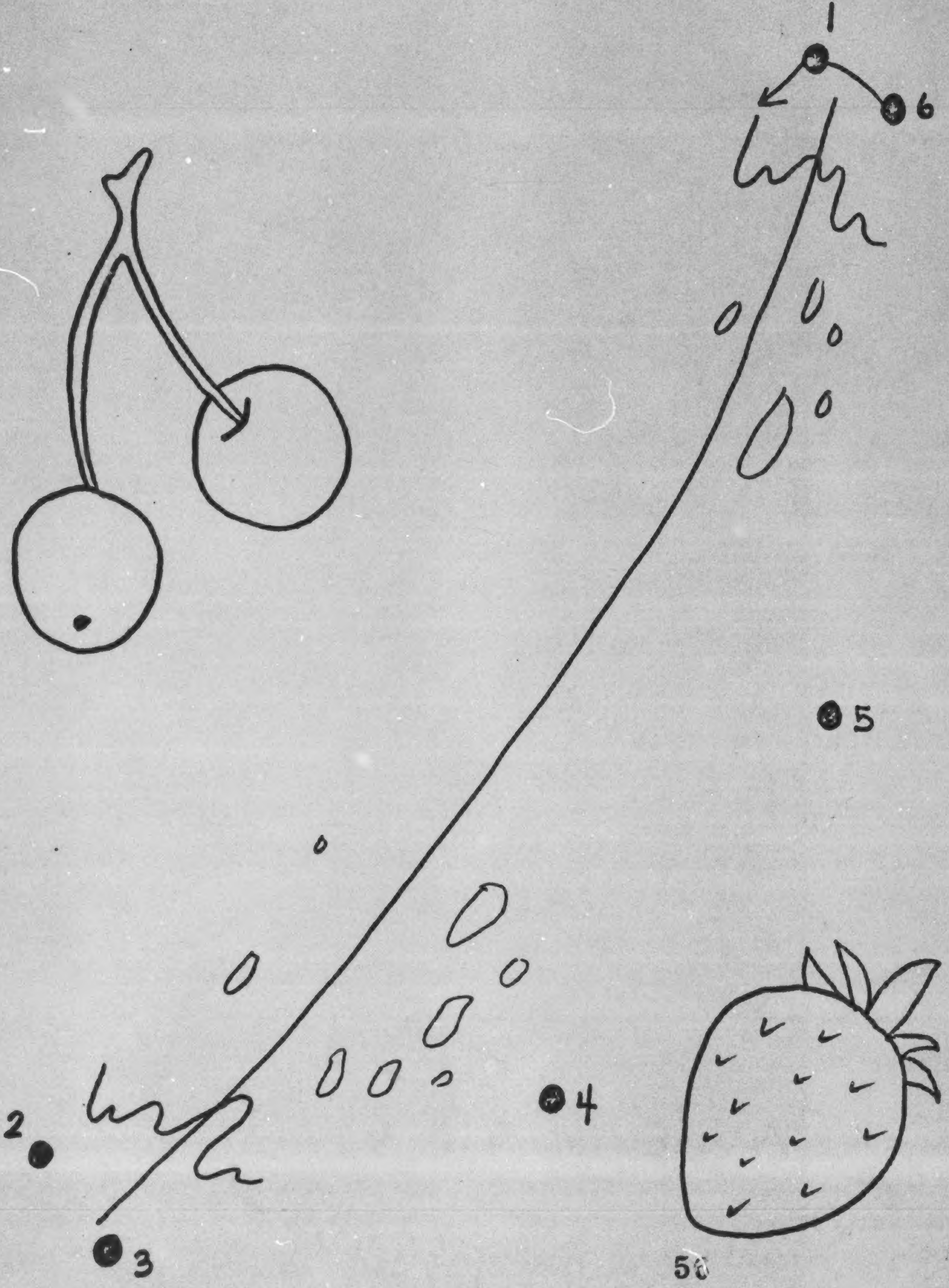
orange



apple



A ripe red ____________ is so good.



The 6 dots will draw a treat,'

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Helping Lesson # 2

Picture #30

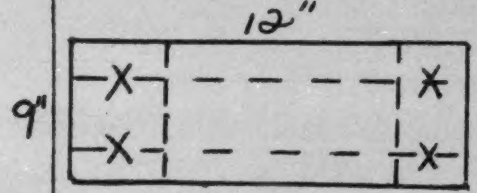
Career Education Concepts: All kinds of work are interdependent and should benefit society.
All work involves the production of either goods or services.

Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes

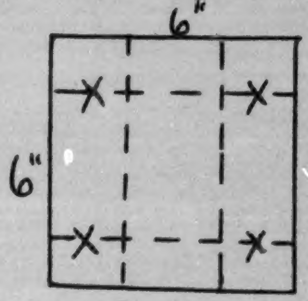
ART

1. Make a mobile of the ways that our food gets to us. Pictures cut from magazines could be mounted on cardboard and suspended on strings of different lengths from the ceiling. We have included some pictures in case you would rather run them off on a mimeograph and have the children color and cut them out to use. If you would like the pictures to have a three-dimensional effect, mount them on boxes instead of pieces of cardboard.
2. Add a toothpick railroad track, an airport and some Matchbox brand trucks and boats to the Model Community.
3. Make 3-D paper trucks. Children cut on the lines marked with X's, then fold and staple. Glue the cab and trailer together and glue on paper wheels.

9 x 12 construction paper



Trailer



Cab

4. Make a mural of all forms of transportation. Each child adds a picture.

LANGUAGE ARTS

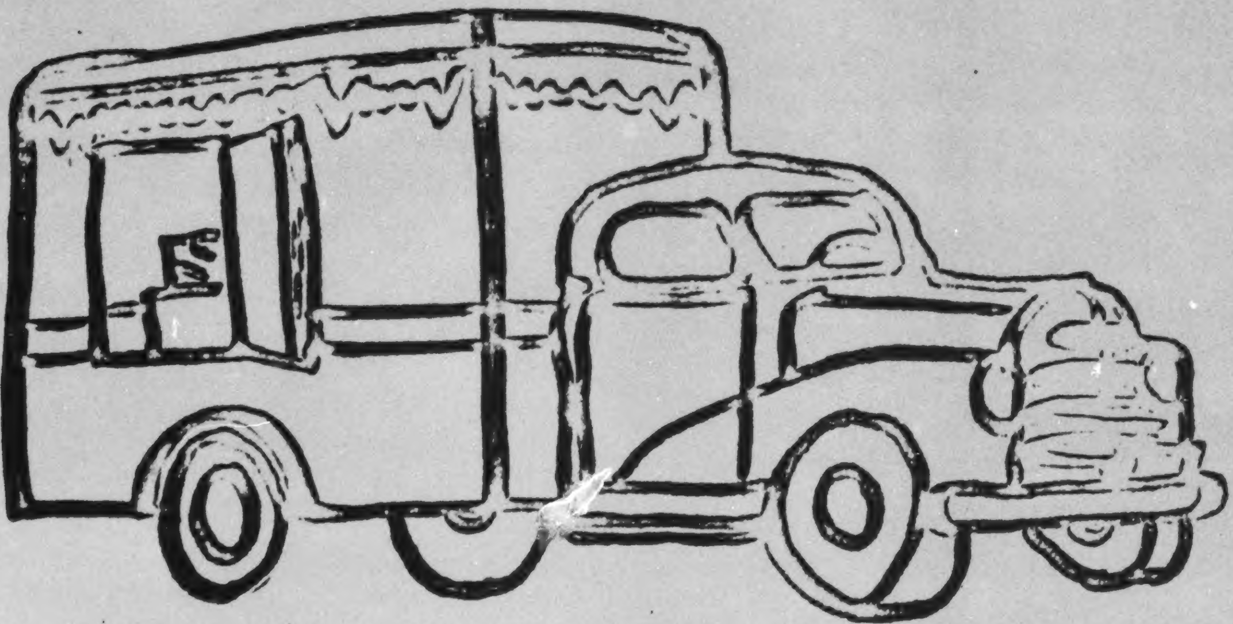
1. Use the poem "Trucks".

CAREER EDUCATION ACTIVITY SHEETS

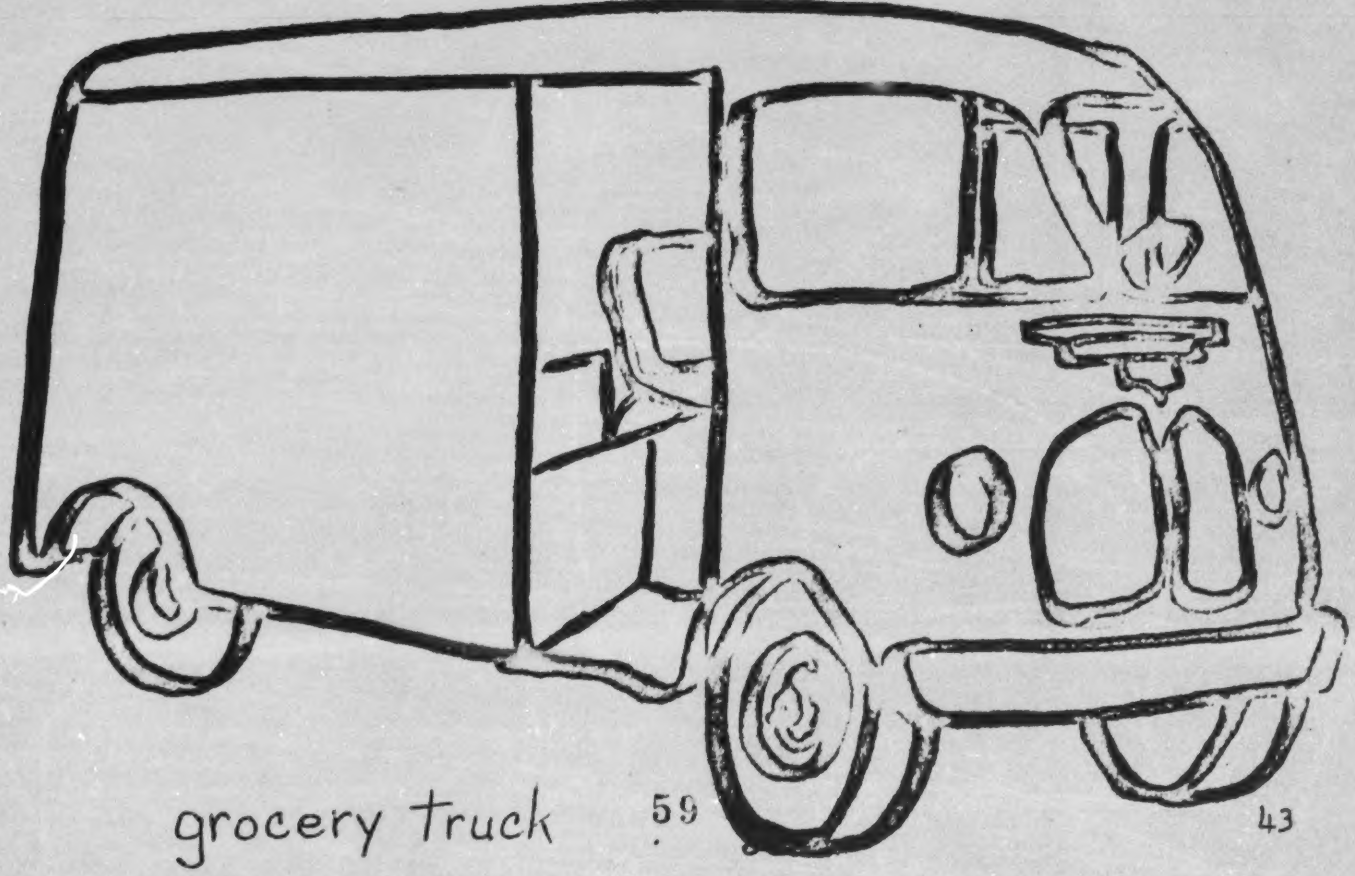
Level K - Unit Helping Lesson # 2
Picture #30

Career Education Concepts: All kinds of work are interdependent and should benefit society.
All work involves the production of either goods or services.

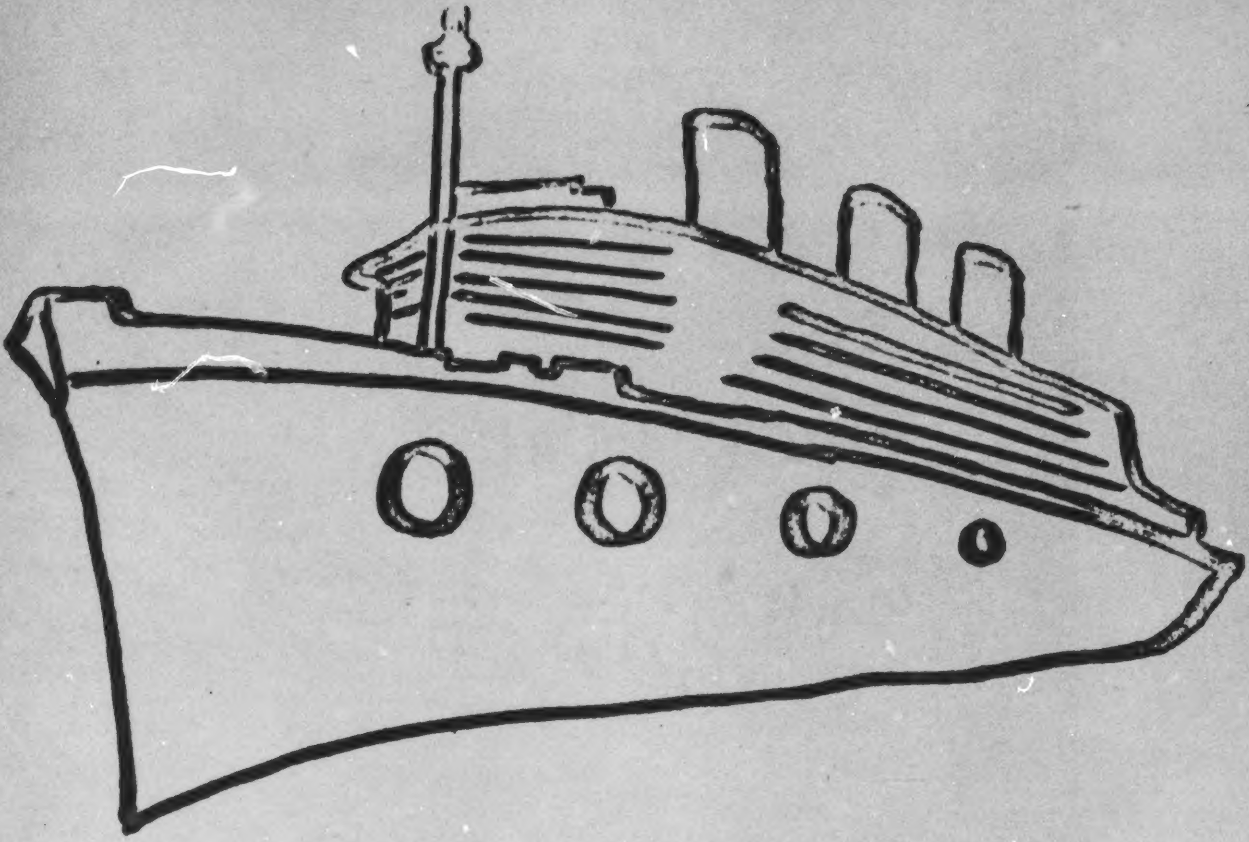
Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	RESOURCE PEOPLE If you are lucky enough to have a father who is a long distance truck driver he would be the ideal person to come and visit. If you do not, another man who drives a truck for a living could come to visit. Before his visit the children could make up a list of questions to ask him, such as: When do you work? How long do you stay away from home? Where do you sleep when you are working? Did you have to go to school to be a truck driver? Who pays you? The driver of a catering wagon (chuck wagon) could come to show the children how he stores food in his truck, how he keeps it cold, how he cooks food, etc.	

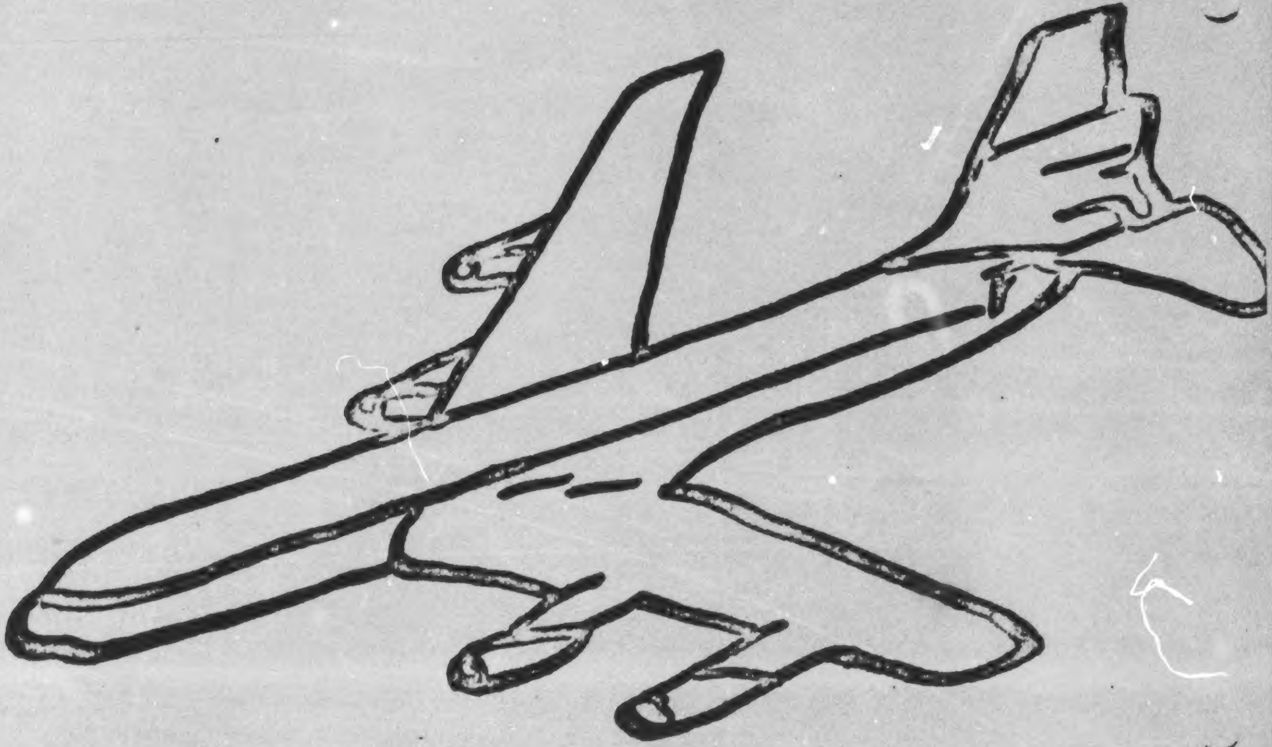


ice-cream truck



grocery truck





CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Helping Lesson # 3
Picture #31,32,33

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Add a factory to the Model Community.

2. Make candles in class. If you want them to resemble the candles in the picture have the children dip string in melted wax over and over until the wax on the string is thick enough to be used as a candle. Only a few children at a time can do it this way and it required a lot of adult supervision so that they do not drip the hot wax on the floor or table top. It is also quite time consuming as they have to dip their string and blow it dry anywhere between fifteen and twenty-five times to get a decent candle.

   Another way to make candles is as follows: Materials- a half pint milk carton with the lid cut off for each child, parafin, a pan for melting wax, and an egg beater for whipping the wax, string for wicks, and knives. Procedure- The child puts his string, dangling down the center of the milk carton and arranges blocks of solid parafin on either side of it. Melted parafin is then poured over the whole works. When the melted wax is hardened, the child tears off the milk carton. More melted wax spread on the after being whipped to a frothy consistency. While the whipped wax is still soft, glitter may be sprinkled on the candle.

HOMEMAKING

1. Give the children squares of burlap with simple outlines on them and let them use yarn and large needles to stitch around the outline. Use embroidery hoops.

LANGUAGE ARTS

1. Have pieces of different kinds of materials available and see if the children know from where they come.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Helping Lesson # 3

Picture #31,32,33

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	Where does wool come from? Where does cotton come from? (try to provide cotton for the children to feel) Where does silk come from? Where does leather come from? Where does suede come from?	
	RESOURCE PEOPLE 1. Have a sheep farmer bring a sheep or a lamb to the class for the children to see what the wool looks like. Mr. John Martin will shear a sheep in front of the class if you call him in the Spring.	
	SCIENCE 1. Fill two identical jars with hot water. Wrap wool material around one jar and cotton material around the other. Wait for a short while and then unwrap the jars to feel them, thus discovering that wool is used in the winter because it keeps things warmer than cotton.	
	SOCIAL STUDIES 1. Have the children match yarn, thread, string, and ribbon with pictures of what they are used for. 2. Make a feely box containing different textures of material such as corduroy, velvet, burlap, dotted swiss, etc.	

CAREER EDUCATION ACTIVITY SHEETS

Level K   Unit Places   Lesson # 1
Picture #7 & #8

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes

ART

1. Divide a bulletin board in half and label one half SNOW FUN and the other half SNOW TROUBLE. Have the children collect pictures from magazines or newspapers of fun in the snow and the trouble caused by snow and mount them on the right side of the bulletin board.

LANGUAGE ARTS

1. Peabody Language Development Kit has a large picture entitled Snow Carnival which can be used with this lesson.

2. When you get to the discussion of the kinds of places the children have seen we suggest that you also use Picture #2 in the first Unit (PEOPLE). It shows mountains and deserts and rivers, etc.

3. Use a cardboard box with the front cut out to make a television. When you do the calendar at the beginning of the day, one child could get inside the box and give a weather report, telling what the weather is like outside. They might even add an advertisement, naming the story for the day. The children could say the following poem before they give the weather report:

4. Weathervane
Weathervane, weathervane, what do you see
From your high perch above the big tree?
Shall we have raindrops, or shall we have snow?
Please tell us how does the wind blow?

5. Air
Air is cool.
Air is warm.
Air is busy in a storm.
Air is moving.
(That's the wind.)
Air is still as though it's pinned.
Air is heavy,
Thick and gray.
Especially on a foggy day.

CAREER EDUCATION ACTIVITY SHEETS

Level K   Unit Places   Lesson # 1
Picture #7 & #8

Career Education Concept: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

I don't know all about the air,
But I know this--its always there!

Point out that anyplace that's not occupied by something else is occupied by air. Teach the children that the air comes all the way down to the ground and that it is not a little blue line at the top of a drawing. Take them outside to observe the horizon.

MUSIC

1. Weather Song - page 133 Making Music Your Own - K

2. The Weather (Tune of The Wheels on the Bus)
The wind in the storm goes______.
The thunder in the storm goes___.
The lightning in the storm goes___.
The rain in the storm goes____.
The sun after the storm goes____.

Use rhythm instruments for this song.
Drums - thunder
Cymbals - lightning
Sticks - rain
Triangles - sunshine
Tambourines - wind

SCIENCE

1. Place pictures #7 and #8 on the chalk ledge with some space between them. Use the pictures provided (or those of your own choice) and have the children place them in front of the correct picture on the ledge. vegetation...cactus - fir tree, homes... grass hut - igloo, transportation... dune buggy - sled, animal life... camel - reindeer, clothing... swimsuit - mitten, fun... beach ball - snowman.

2. AAAS Science Kit level A has a unit on temperature which could be used well in connection with these pictures.

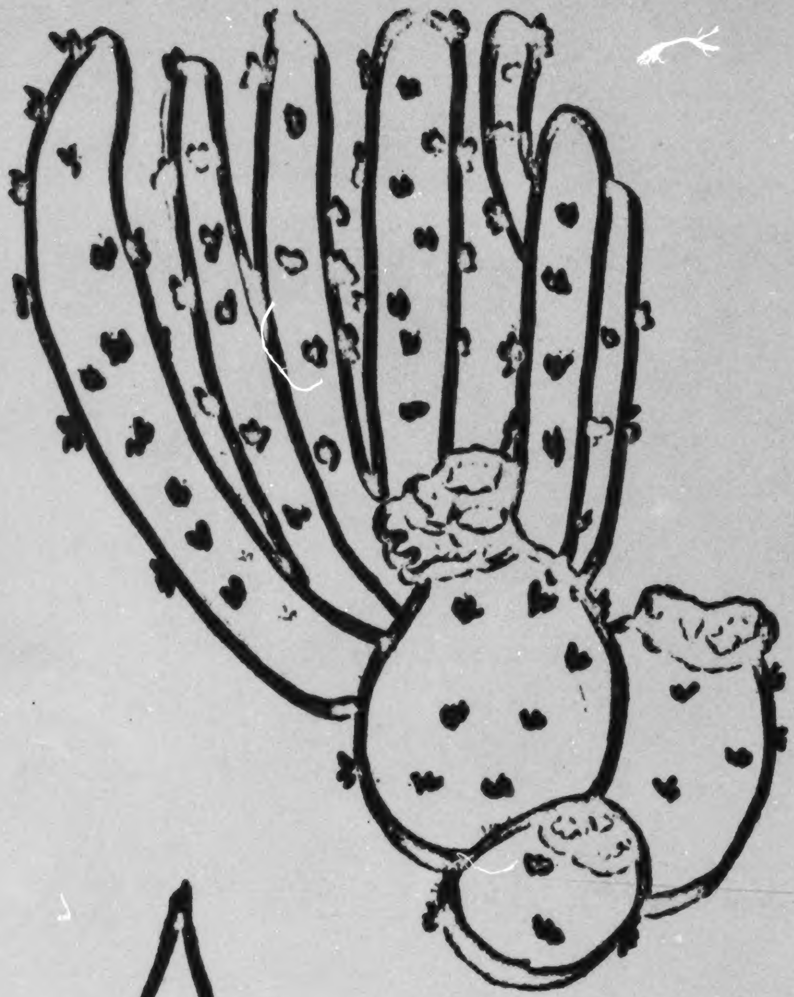
CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Places Lesson # 1

Picture #7 & #8

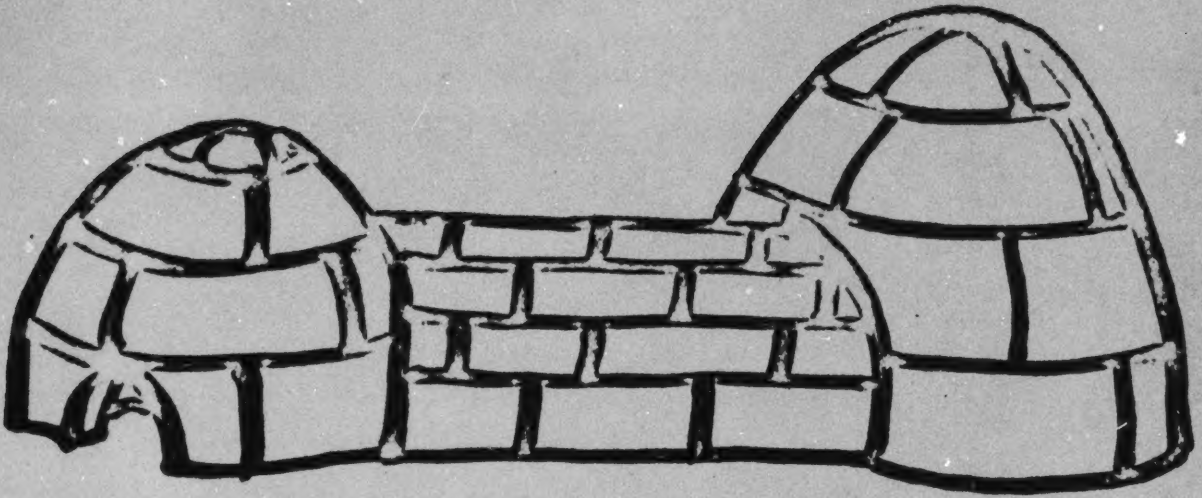
Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	3. Provide sand either inside or outside of the room for the children to play in.	

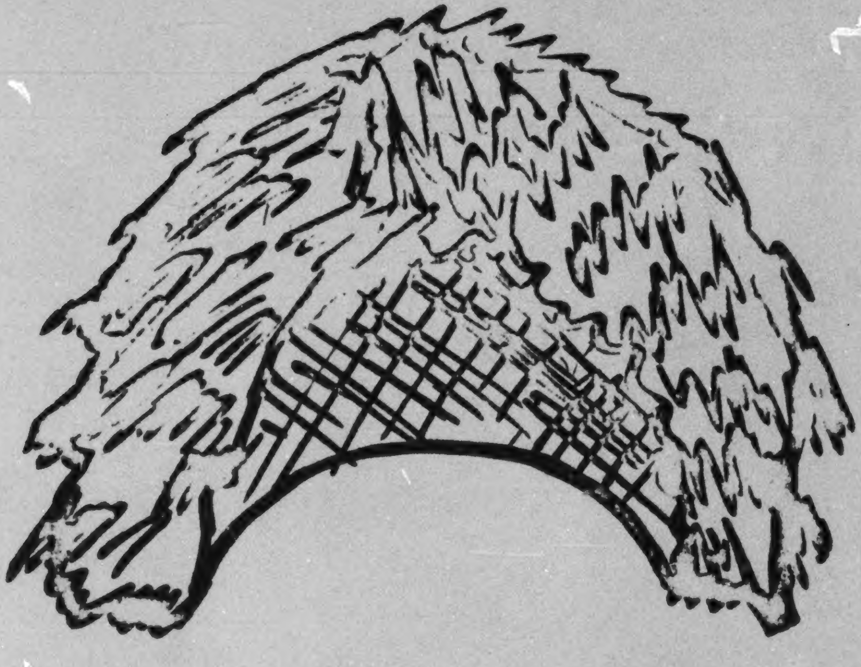


Desert vegetation

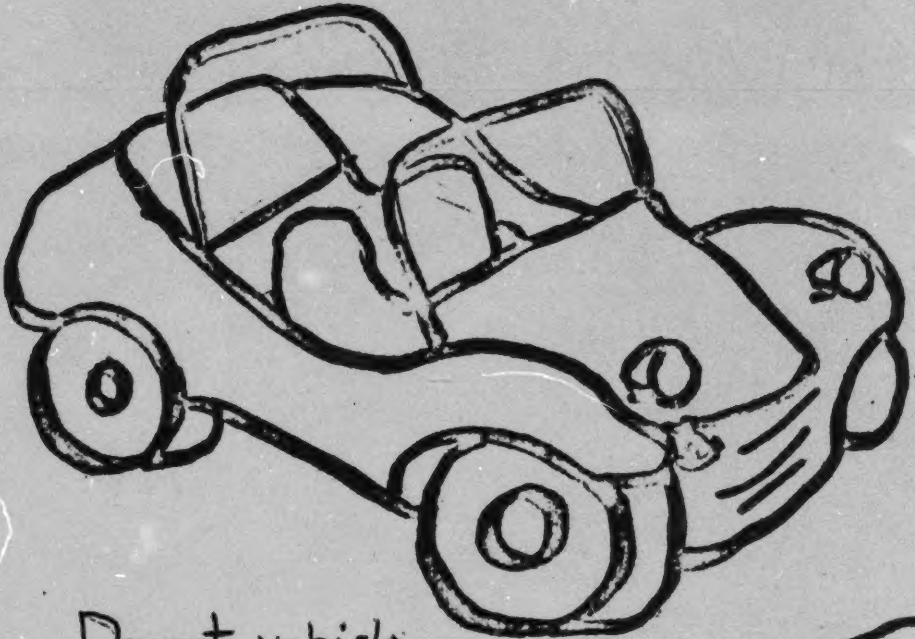
Arctic vegetation



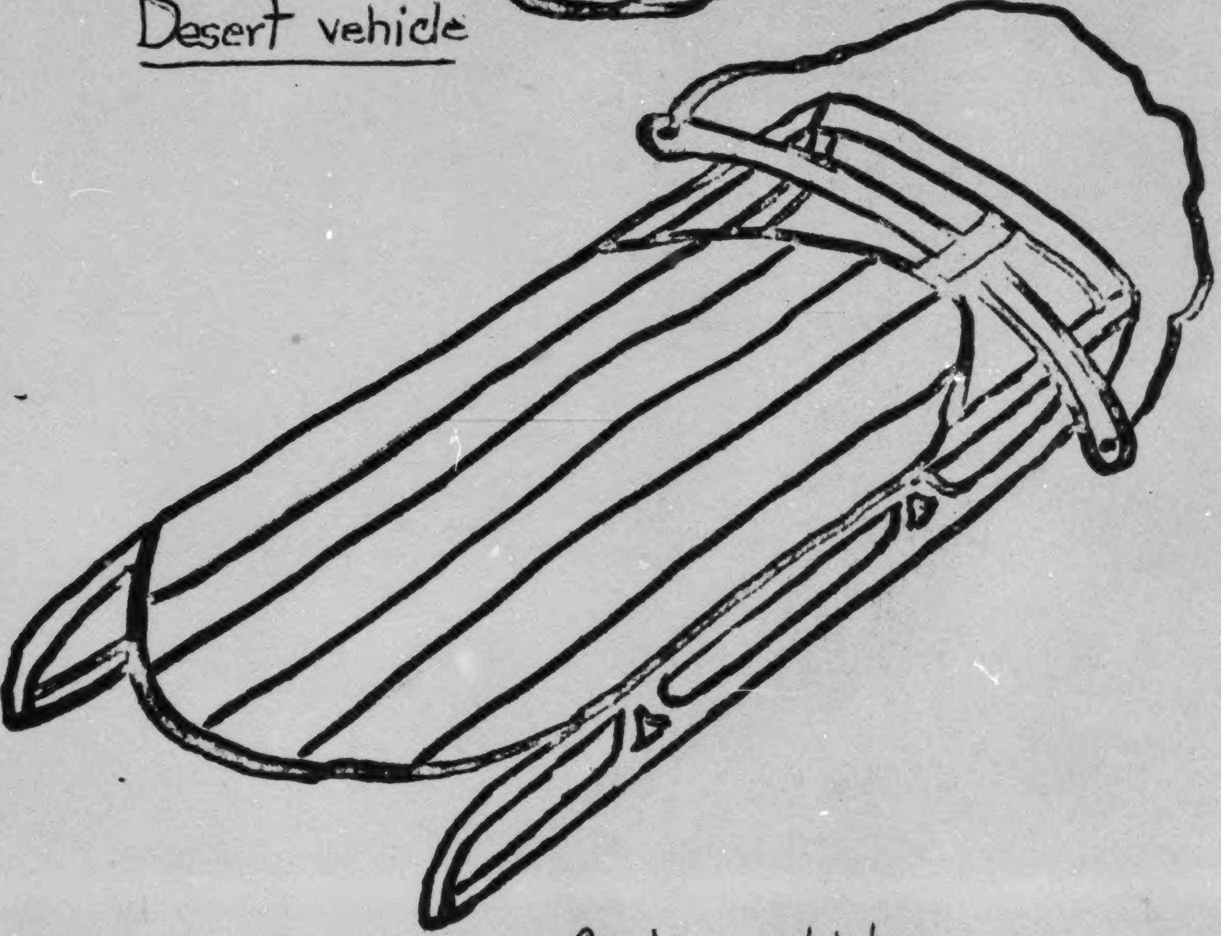
Arctic home



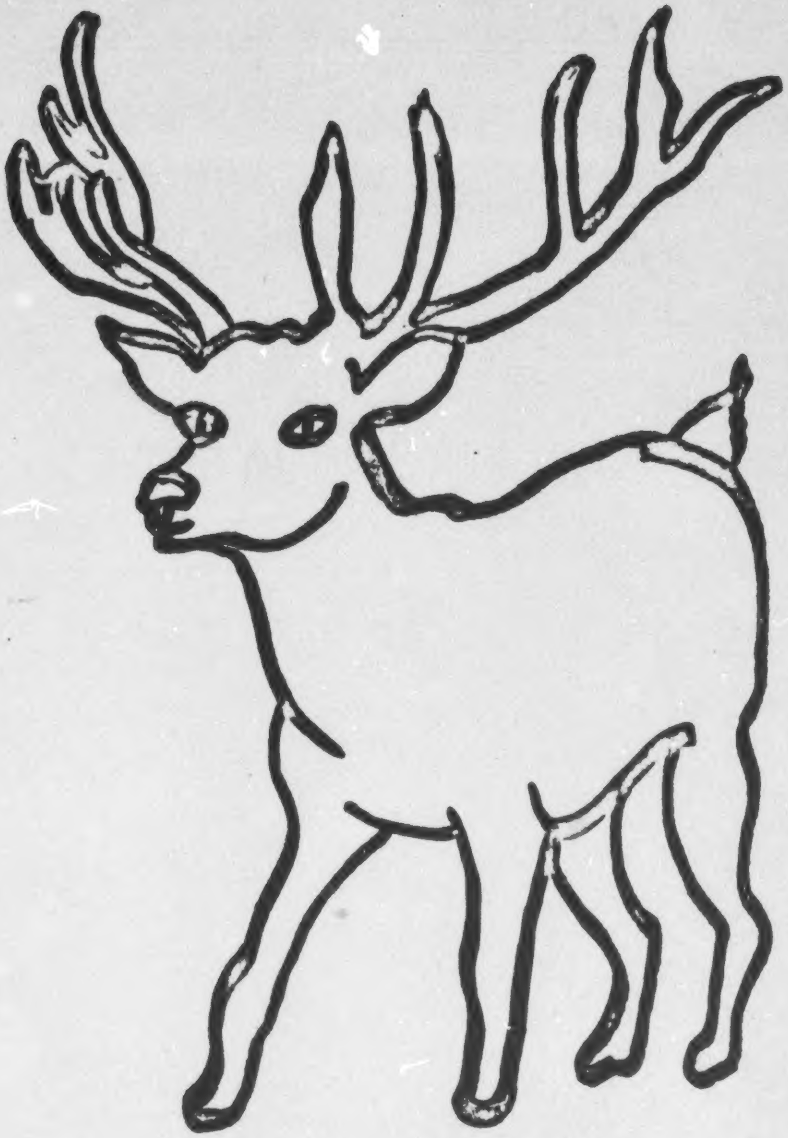
Desert home



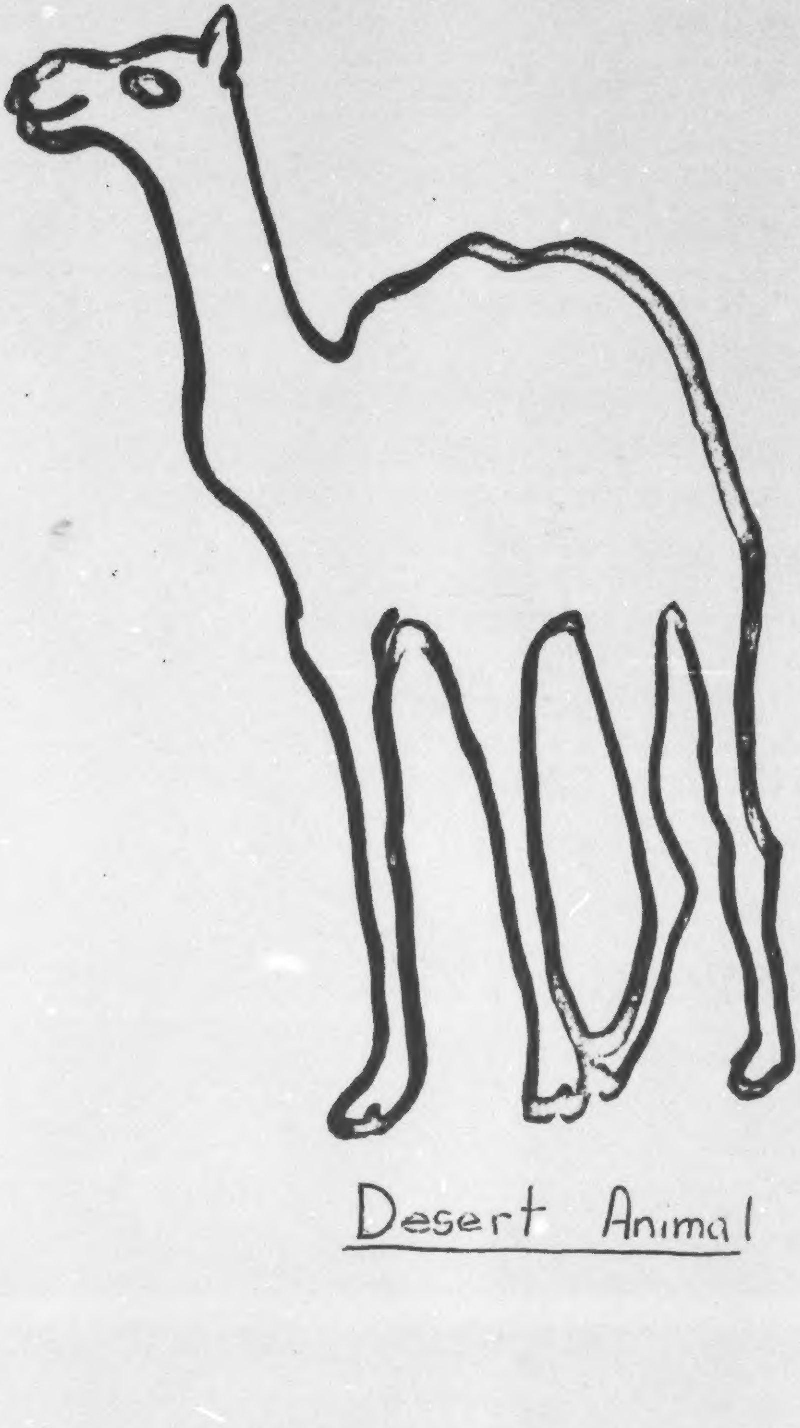
Desert vehicle



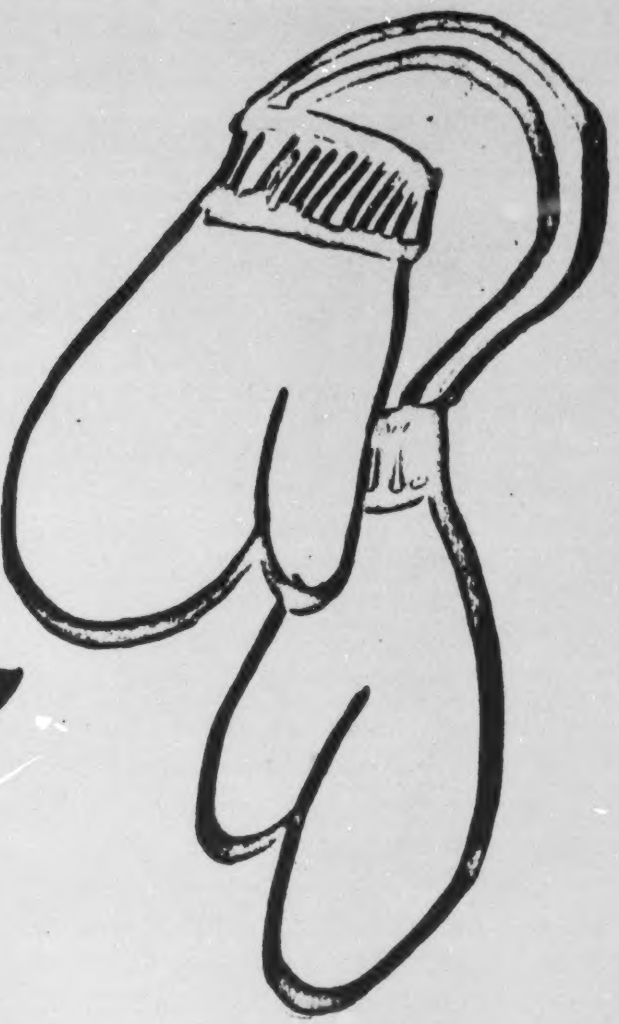
Arctic vehicle



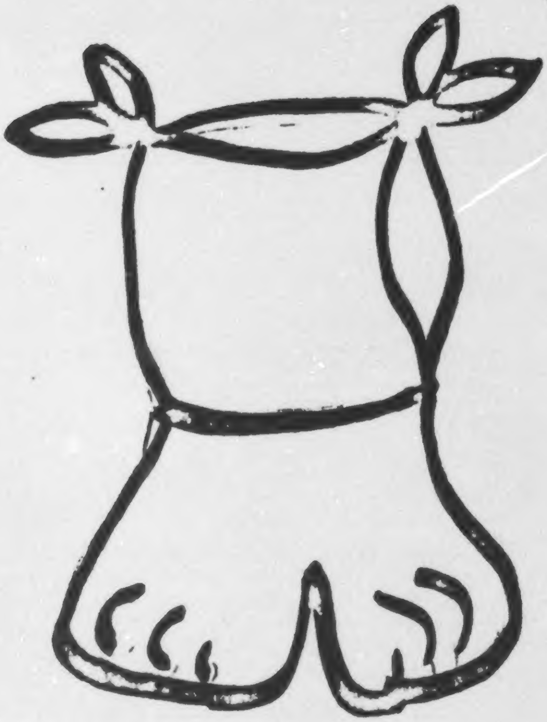
Arctic Animal



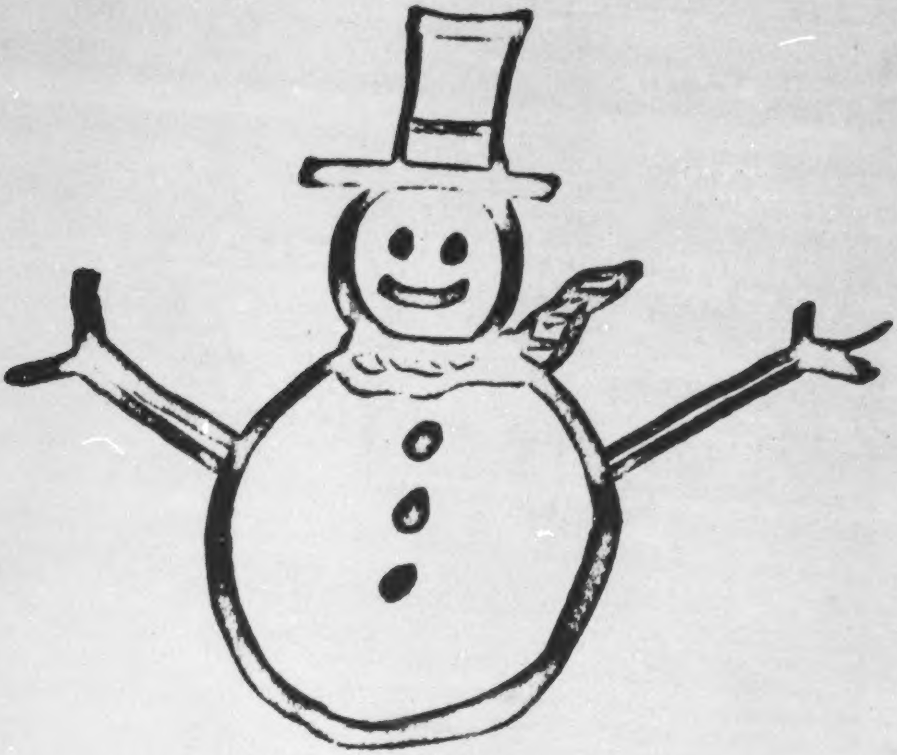
Desert Animal



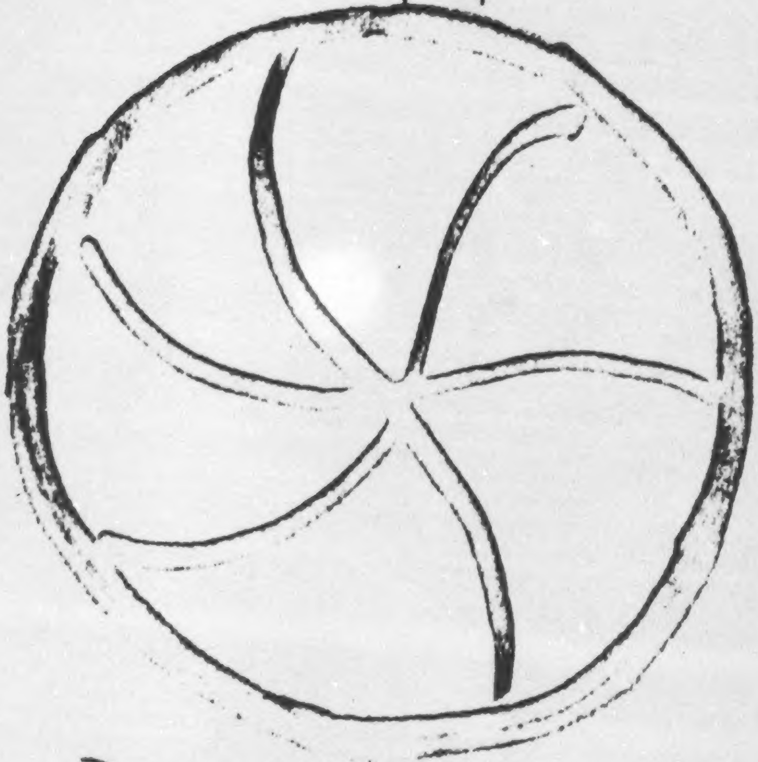
Arctic clothing



Desert clothing



Arctic play



Desert play

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Places
Lesson # 2
Picture #9

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used
Suggested Activities
Teacher Comments And Suggested Changes

LANGUAGE ARTS

Use pictures #7 and #8 along with this one.
Ask: If your family lived in a place like this what kinds of work might your parents do?
Mountains - coal mining or working in a rock quarry.
Artic - hunting or logging
Desert - you think of some because we could-not.

SCIENCE

Plant a few seeds to see the effect of temperature. When the seedlings are an inch or so tall keep one in the room, place one in a oven and place one in the refrigerator.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Places Lesson # 3 Picture #10

Career Education Concept: This picture was used along with the Unit on Needs, Lesson Four, Picture #27.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	Use as directed in the manual.	

Level K

Unit Places

Lesson # 3

Picture #11

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. We suggest some extensive work on dioramas in connection with this picture, but suggest that you contact mothers to help plan several dioramas so that each child can participate. Do a lot of planning beforehand.

   The dioramas could include the following scenes and types of houses:
   Polar region - an igloo
   Desert region - adobe houses, stone houses or tents
   Swampy region - houses on stilts
   Tropics - huts with grass roofs

2. You and the mother involved could gather National Geographic magazines with pictures of the types of region you are depicting in a given diorama. Then collect the materials you will need and make a list of the kinds of questions the mother could ask her group while working for example:
   What shall we use to make the houses?
   What shall we use around the house? (the children would check the pictures in the National Geographic)
   Would a carpenter build this house?
   Does this house have faucets and running water? Does it need a plumber?
   Does this house have electricity? Does it need an electrician?
   Does this house have painted walls?

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Learning
Lesson # 1
Picture #12 & #13

Career Education Concept : Most kinds of work need skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Make play dough bowls or clay bowls. Directions and suggestions for making play dough are listed in unit on Needs, lesson three, Picture #25.

LANGUAGE ARTS

1. Use pictures on pages 35 and 108 of the World of Language.
2. Make a transparency and tape presentation to be given to another class on the things our fathers have helped us to learn. Have each child use grease crayons or acetate pens to draw a picture on clear plastic of his father teaching him something (throwing a ball, changing a tire, riding a bicycle, etc.) After the transparencies are finished let each child tape his voice telling about his picture. Arrange the pictures to go along with the tape and present the show to another class.
3. My Hands (Act this one out)

I have hands that teach me.
They help me learn a lot.
They tell me if the things I touch
Are cold or warm or hot.

And when I'm finished pasting
My fingers feel so sticky,
But finger painting's best of all
Because it makes them icky!

4. To show the children how they learn from older children or from each other, let them try to teach each other how to tie shoes. They will realize that teaching is not as easy as it sometimes seems.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Learning Lesson # 1
Picture #12 & #13

Career Education Concepts: Most kinds of work need skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	RESOURCE PEOPLE 1. Have someone from the Washington County Arts Council come in with a potters wheel to throw a pot. The children would make their bowls as a follow-up. 2. Ask some older children in the school to put on a puppet show for your class. Point out to your children that they probably learned something from the experience such as how you hold a puppet, how to use a big voice, how to know when your puppet is supposed to be shown, etc. Using the information they learned from the experience they could then give the same puppet show for another class.	

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Learning
Lesson # 2
Picture #14 & #15

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Each child may draw two pictures for their A Book About Me on pages that say:

   Here is my school.
   There are many teachers at my school.
   This is my teacher.

2. Put the school on the Model Community.

HOMEMAKING

1. Make rice in the classroom (from past experience, we suggest that you pay the extra few cents and buy Minute Rice.) Serve the rice in paper or plastic cups. If it is at all possible, try to let the children use chopsticks in their eating.

LANGUAGE ARTS

1. To show the children the importance of learning to read and the fact that they can read a lot of words already, play this game with them. On the following page are words that are common to them because they usually appear in a certain place or are usually wirtten in a certain way. Put the words on pieces of tag, hold one up and say: "All of you who think that you know what this word says, stand up", and then call on those standing until the word is correctly identified.

2. To show the children the importance of reading, put the following items in a box, take one out at a time, let the children guess what it is and then guess why their parents need to know how to read to use it: cook book, letter, bill, medicine bottle, newspaper, catalog, T.V. guide, map, telephone directory, directions for putting a toy together, a pattern, check, schedules,

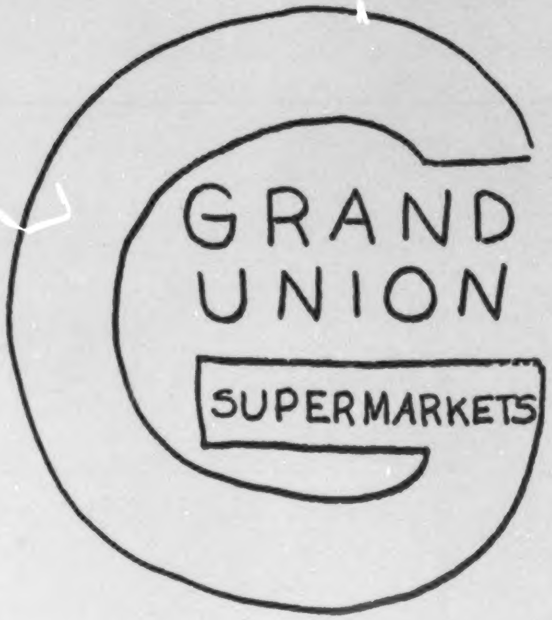
CAREER EDUCATION ACTIVITY SHEETS

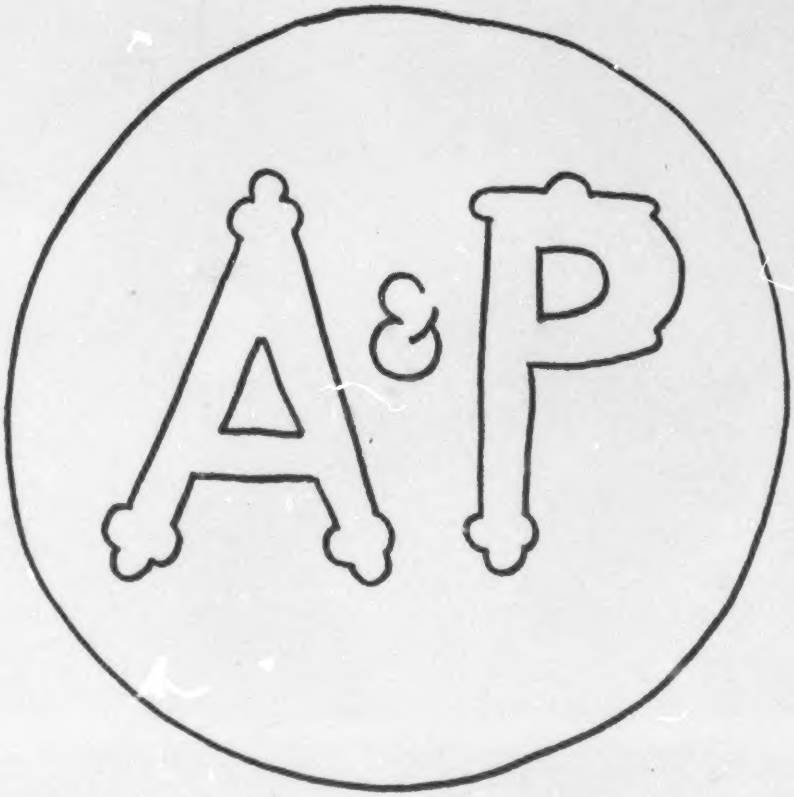
Level K Unit Learning Lesson # 2

Picture #14 & #15

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	advertisement, box mixes, cans, household cleaning bottle, magazines, street sign and a Bible. 3. Picture #33 on Page 35 of the World of Language. RESOURCE PEOPLE 1. Have someone come to show the children how to eat with chopsticks. Many young men who have been in the service and have been stationed in the Orient have learned to use chopsticks.	


GRAND
UNION
SUPERMARKETS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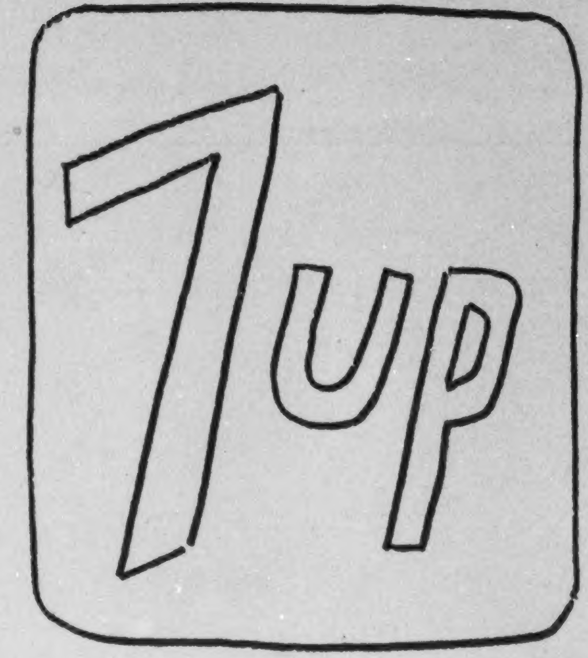
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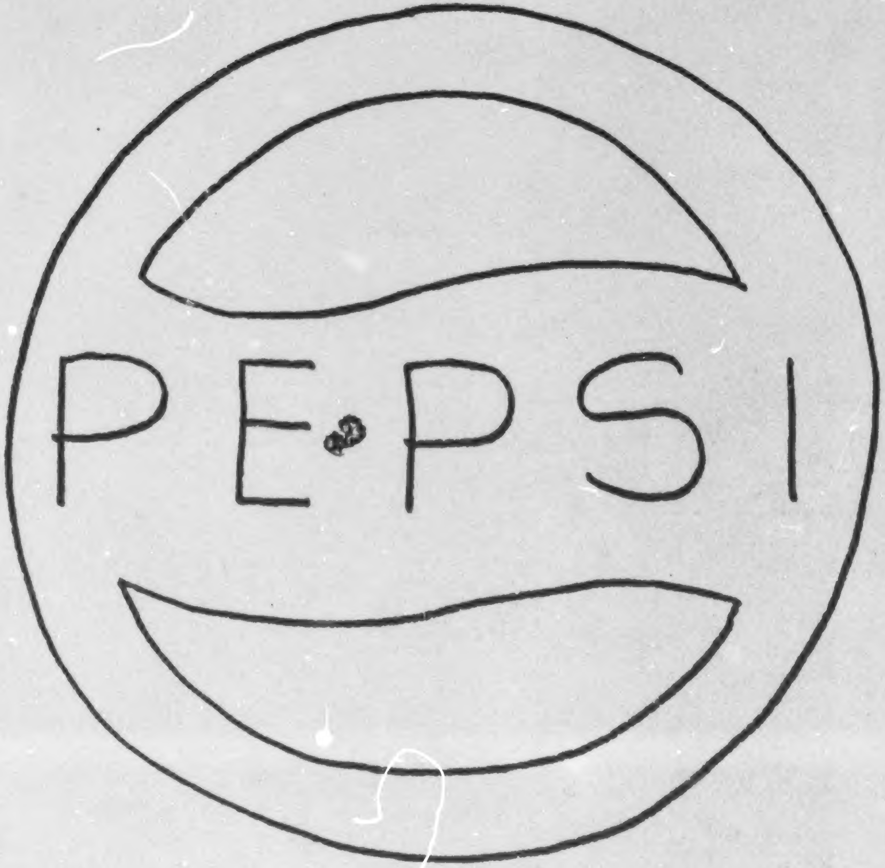
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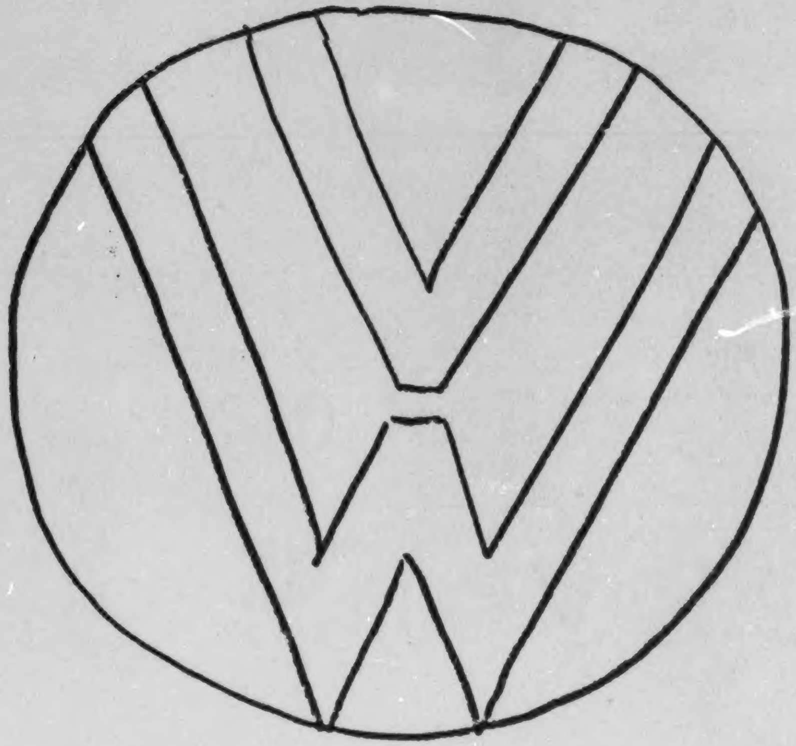
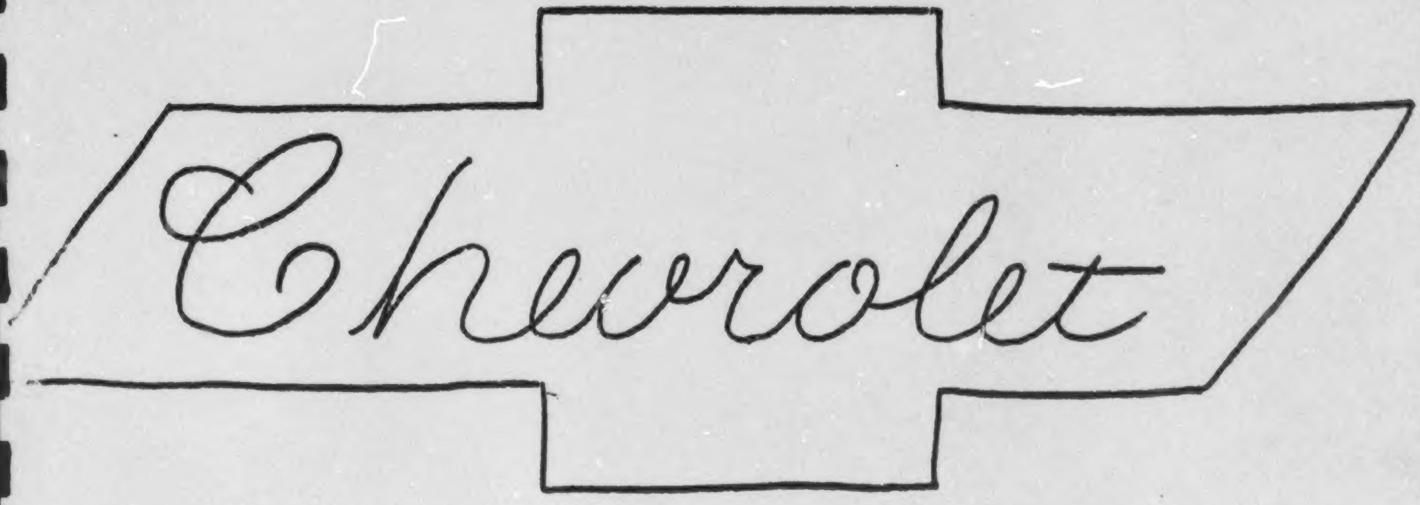
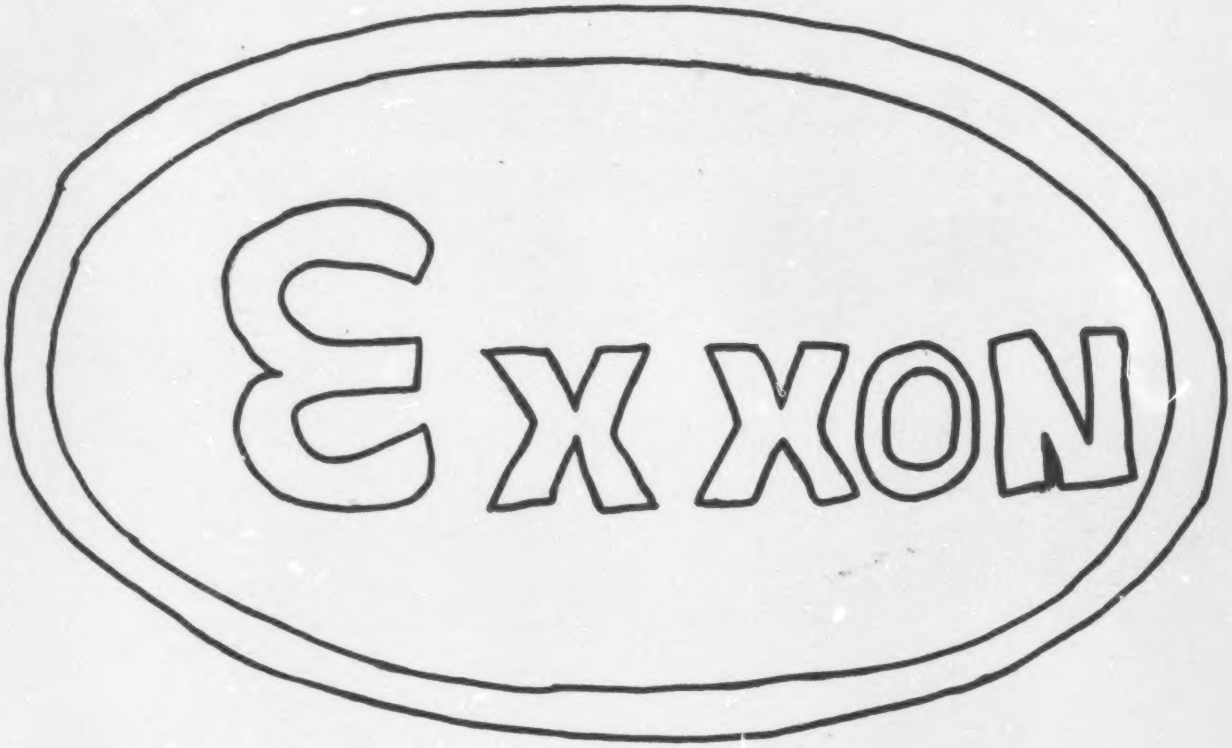



Chevrolet

KEEP OFF

MEN

WOMEN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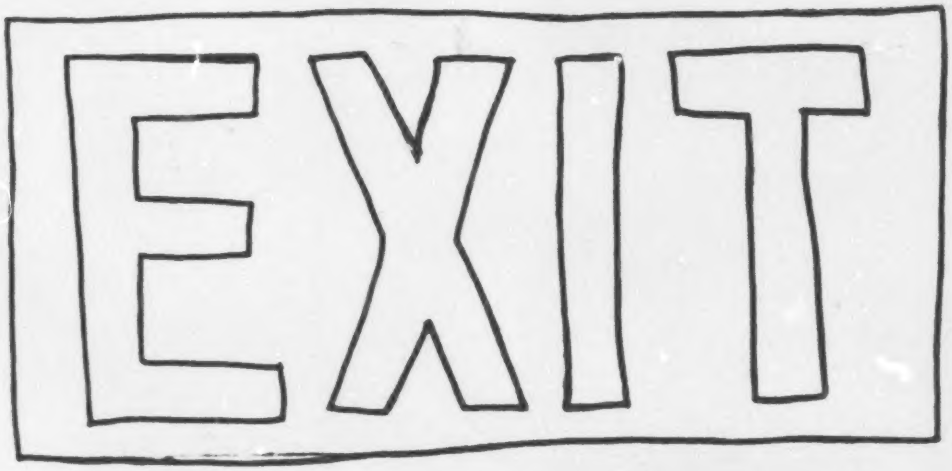

EXIT

you

cat

No.

some other suggestions:

Ford
Mack Truck
Red Cross
Mac Donalds
Sears
7 eleven

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Learning Lesson # 3
Picture #16

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	WORKSHOP 1. If there are educational toys in the room, the children could be divided into groups, and each group given an unfamiliar toy or game to learn how to use or play by themselves. Examples: A Seeque story to put in order, Construct a car from Tinker Toys, Lotto games to figure out.	

CAREER EDUCATION ACTIVITY SHEETS

Level K   Unit Rules   Lesson # 1
Picture #17

Career Education Concepts: There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Whatever rules you have for your playground at school could be incorporated into this game. Say something like: I'm thinking of something that you are not allowed to stand on when you use it. (merry-go-round) I'm thinking of something you do when I blow the whistle. (line up to go in)

2. If you have not played any familiar games such as Duck-Duck-Goose or Mother May I? ask one of the children who thinks he knows it to tell the others that he is the teacher and he is going to teach them. Have him describe the game and the rules and then play, exactly by his directions. He will probably realize that some were left out and therefore the game didn't go as planned.

SOCIAL STUDIES

Take a walk or a trip to a playground to use equipment that is not available in the school yard. Before hand, talk about rules for using a swing or a slide, or a sandbox, or a see saw.

CAREER EDUCATION ACTIVITY SHEETS

Level K   Unit Rules   Lesson # 2

Picture #18

Career Education Concepts: There are rules for all kinds of work.
Most kinds of work need some skill or training.

Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes

ART

1. Add a police station, traffic signs and cross walks to the Model Community. The traffic signs and traffic lights can be made of construction paper glued to toothpicks and then the toothpicks stuck in play dough bases. The cross walks and yellow lines can be painted or colored with yellow crayon on the streets.
2. Make traffic lights out of milk cartons, spray painted black with construction paper circles pasted on.
3. Use two large sheets of cardboard to make "sandwich boards": for the children to wear. Put stop signs, one-way signs, railroad crossing signs, on them with tempra paint and fasten at the shoulder with ribbon or string. Have the children wear the "signs" and use them for some role playing in the classroom and out on the blacktop.
4. Cut off tops and bottoms of cardboard boxes large enough to fit around a child. Add parts to make it look like a car.

   Children step inside and pretend to be drivers. Some children could be policemen, and some could be mechanics at service stations.

LANGUAGE ARTS

1. Five Strong Policemen

Five strong policemen standing by a store.
One became a traffic cop and then there
were four.
Four strong policemen watching over me.
One took home a lost boy and then there
were three.
Three strong policemen dressed all in blue.
One stopped a speeding car and then there
were two.

Two strong policemen - how fast they can run.
One caught a bad man and then there was one.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Rules Lesson # 2
Picture #18

Career Education Concepts: There are rules for all kinds of work.
Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

One strong policeman saw some smoke one day.
He called the firemen who put out the fire
right away!

2. Peabody Lauguage Development Kit has pictures of a policeman and a policecar. Ginn Kit A - Units #2 and #13.

3. I like the big policeman;
He's very nice to meet.
He stops the traffic for me
So I can cross the street.

4. Red Light
Red light, stop,
Yellow light, no.
Wait for the green
And then we go.

5. Crossing the Street
When we cross the street
We use our eyes,
We use our head
And then we use our feet!

6. Lost
If you should happen
To lose your way
One day while walking
What would you say
To that policeman
Who happened by?
Or would you only
Begin to cry?

7. Use the large wooden traffic signs (if your school has them) or the children wearing sandwich boards outside with tricycles, wagons and toy cars and trucks. If you have made a prop box for the policeman, let your children dress up as a policeman and help the "signs" to direct the traffic. Your policeman may also stop speeders and give them tickets or send them to jail.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Rules Lesson # 2

Picture #18

Career Education Concepts: There are rules for all kinds of work.
Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

8. 1) Standing on the corner all dressed in blue.
Who's there to watch the traffic for you?

2) The store was robbed the other day.
Who caught the thief and took him away?

3) A little boy's lost; can't tell one street from another.
Who can we count on to take him to mother?

9. Read- Make Way for Ducklings, Robert the Rose Horse

10. Supply a dozen red, yellow, and green circles and three boxes marked Go, Caution, Stop. Children sort the circles into appropriate boxes.

MUSIC

Where is the Police? (To the tune of Where is Thumbkin) The policeman can be catching bad men, stopping speeding cars, finding lost children, etc.

Where is the policeman?
Where is the policeman?
In his car.
In his car.
What does he do there?
What does he do there?
Stops the speeders.
Stops the speeders.

PHYSICAL EDUCATION

Play "Traffic Light" - "It" stands in the center of the circle holding up a card with a green circle on it. The other children march around the circle chanting "go, go, go, go". When "it" holds up the red circle the children chant "stop" and stop marching. When "it" holds up the yellow circle the children chant "no" and don't go. When a child does not follow the signal, he is out.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Rules Lesson # 2
Picture #18

Career Education Concepts: There are rules for all kinds of work.
Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	"Policeman, Find My Child" - one child is the mother and one child is the policeman. The mother tells the policeman that her child (one of the children sitting in the circle) is lost and he needs to find him. The policeman has to ask questions to find out which child the mother is thinking of. The questions should be: What color hair does your child have? Is it a boy or girl? What color eyes does your child have? When the policeman guesses correctly, the mother and the policeman choose two children to take their places. (Caution the mother not to keep looking at her child). RESOURCE PEOPLE Invite a policeman, a crossing guard or school patrolmen (if your school has them) to come visit and make up questions to ask before they come.	

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Rules Lesson # 2

Picture #19

Career Education Concepts: There are rules for all kinds of work.
Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Add a hospital and a drug store to the Model Community. Add Matchbox brand little ambulances to the Model Community.

2. Make paper bag germ puppets. The idea is for the children to make their germ puppets as mean and nasty and ugly looking as possible, using whatever materials are available (construction paper, pipe cleaners for antennae, buttons for eyes, etc.) After the puppets are finished, put on a show for another class or display the puppets in the library or some central place where the other children in the school may enjoy them.

LANGUAGE ARTS

1. Have the children help you make a list of all the things they can do when they are at home sick. The list could include: color pictures, cut pictures out of magazines, sew buttons on scraps of material, etc. When the children have finished the list, mimeograph it and let them take it home to give to their mothers. If a child mentions something unrealistic discuss the drawbacks of his suggestion and see if he can think of another idea. If the list is realistic and offers some helpful hints from you, it should prove helpful to the mothers in keeping their children busy when they are home.

2. When the nurse or doctor visit, have the children make splints of sticks and torn sheets to set imaginary broken bones and use rags or torn sheet to bandage imaginary wounds.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Rules Lesson # 2
Picture #19

Career Education Concepts: There are rules for all kinds of work.
Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

3. Peabody Language Development Kit People Cards. Ginn Level A - Unit 13.

MUSIC

1. Where is the Dentist, Doctor and Nurse? (to the tune of Where is Thumbkin) Make up your own verses such as:
Where is the dentist? What does he do there?
Where is the dentist? What does he do there?
In his office. He cleans my teeth.
In his office. He cleans my teeth.

PHYSICAL EDUCATION

1. Mr. Tooth Decay and the Toothbrush
The children form a semi-circle to resemble the teeth in a mouth. One child is Mr. Tooth Dacay and one is the toothbrush. The toothbrush hides eyes while Mr. Tooth Decay hides behind a tooth. The toothbrush chases Mr. Tooth Dacay around the teeth until he catches him. Then they each choose another child to take their places.

RESOURCE PEOPLE

1. Invite a nurse, doctor, dentist or a pharmecist to come and visit. Again, help your children to decide what questions to ask, BEFORE your guests come in.

SCIENCE

1. Colgate revised dental education program-
send to: Colgate Professional Service Dept.
Colgate Palmolive Company
740 North Rush Street
Chicago, ILL. 60611
Send grade level and number in class.

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Rules
Lesson # 2
Picture #19

Career Education Concepts: There are rules for all kinds of work.
Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	2. Let the children use a stethoscope to hear how their heart beat increases with strenuous activity. When you are outside let the children listen to their heart beat (suggestion: slip the stethoscope under their shirt or dress for better results) and then have them run around the playground and listen again to hear the difference.	
	3. Make a check list of things the children need to do to stay healthy and send home the list for the parents to check their own children. After the alloted time, have the children bring their check-list back to see how they did. (An example of a check-list follows)	
	4. Take a trip to a drug store so that the children can see where the medicines are put together behind the pharmecists counter.	
	5. Introduce a medicine chest made of a box for the family corner. Have articles to go in the medicine chest in a bag. Have a child come up and choose an object from the bag and tell whether the object is safe for a child to get by himself from his medicine chest at home. If it is something a child may handle, the child simply lays it in the medicine chest. If it is something that is dangerous to a child the teacher should tie it in the medicine chest so that it cannot be easily removed. Some items might include: medicine bottles, a thermometer, a toothpaste box, a toothbrush, soap, nail polish, a lipstick tube, bubble bath, band-aids, lysol, iodine, a razor blade box, and an empty razor, an asprin bottle, guaze, bactine bottle.	

DAILY HEALTH CHECK-LIST

TASKS	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
MORNING						
I wash my face.						
I wash my hands.						
I brush my hair.						
I eat a good breakfast.						
I brush my teeth.						
AFTERNOON						
I wash my hands.						
I eat a good lunch.						
I brush my teeth.						
I take a rest or a nap.						
EVENING						
I wash my hands.						
I eat a good dinner.						
I take a bath.						
I clean my nails.						
I brush my teeth.						
I get plenty of sleep.						

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Rules Lesson # 3
Picture #20 & #21

Career Education Concept : There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Add a baseball field to the Model Community.
2. Dot-to-dot baseball picture.

LANGUAGE ARTS

1. Have the class compose a letter, written by you on a large piece of experience paper to send to a sports figure. (We suggest that you send it to the office of the Bullets or Orioles - depending on the choice of the person chosen)
   Ask questions such as:
   How did you get to be a ______ player?
   What skills did you need?
   Do you earn money?
   Do you play all year?
2. Tell the story, "Jonathan's Big Voice" to the class and talk about the importance of a little voice inside. The script for the story is on the next page. If you wish, flannel characters could be made so that the story could be told with the flannelboard to help keep the attention of the class.

RESOURCE PEOPLE

1. Have some little league players come in their uniforms. Make up a list of questions to ask them before they come in.

SOCIAL STUDIES

1. Activity chaos--Allow the children to break some of your standing rules, but not all of them. Have six try to use the bathroom at one time and then ask them to tell you what the result was. Did you have to wait a long time? Did you remember to flush when there were so many people there? Were you forced to share a sink with someone else?

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Growing Lesson # 1
Picture #31

Career Education Concept : People should adapt to technological and social changes which create or eliminate work.

Check Activities Used

Suggested Activities

Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. It might be good to point out to your children that you cannot take a picture of something that has not happened yet, only those things that have already happened. If you have an artists conception of cities, people or cars of the future, show them to the class, explaining that the artist is only guessing. T.V. programs such as Star Trek and the Jetsons are only guessing about the way things MIGHT be.
2. Read the poem "The End".

SOCIAL STUDIES

1. Paste pictures on cardboad of people of long ago and people now and have the children put them into two piles or groups - long ago in one and now in the other.

Jonathan's Enormous Voice

Lily Anderson from The Instructor

Jonathan Bartholomew Nicodemus Smith was six. Jonathan was a good boy, but he had an ENORMOUS VOICE. He never spoke softly.

He SCREAMED
He SHOUTED.
He ROARED.

His mother would call, "Jonathan, breakfast is ready." Then he would shout, "I'M COMING, MOTHER! and the whole house would shake.

Jonathan Bartholomew Smith's mother would sigh, "Why can't you talk like other boys, Jonathan?"

And Jonathan would shout, "I LIKE TO SHOUT. I HAVE A VOICE LIKE A BIG BASS DRUM. BOOM! BOOM! BOOM!"

When Daddy came home he would ask, "Jonathan, have you been good?"

And Jonathan would shout, "YES, I HAVE BEEN A VERY GOOD BOY TODAY!"

Daddy would shake his head, "Jonathan, please talk quietly."

But Jonathan would shout, "I LIKE TO SHOUT. I HAVE A BIG VOICE, A VOICE LIKE THUNDER, BANG! BANG ! BANG!"

Daddy would shut himself in a closet. Then he could read his paper without hearing that big voice.

Jonathan had a dog. The dog loved Jonathan. But when Jonathan shouted, "HERE, LADDIE BOY SKIPPER SMITH!" the dog would crawl under the bed.

But Jonathan Bartholomew Nicodemus Smith did not care. He shouted, "I LIKE MY BIG VOICE. I CAN SOUND LIKE CYMBALS. CRASH! CRASH! CRASH!

Laddie Boy Skipper Smith would stay under the bed and shiver and shake.

Jonathan had a sister. Her name was Samantha Sarah Smith. She liked to play records. But she could not hear them when Jonathan shouted.

So Samantha said, "Please do not shout. I cannot hear my records."

But Jonathan replied, I LIKE TO SHOUT. I HAVE AN ENORMOUS VOICE, LIKE A WATERFALL, ROAR ! ROAR! ROAR!"

Jonathan's sister Samantha cried and took her records to a friend's house.

One day Jonathan's mother had a party. She asked Jonathan to play with the boy next door. But the boy did not like Jonathan's big voice. Jonathan had to go home.

When he saw all the ladies, he shouted, "HELLO, LADIES! I'M JONATHAN. I HAVE A BIG VOICE. MY VOICE IS LIKE A JET. R-R-R-R! MY VOICE IS ENORMOUS."

Mother's friends could not hear each other. They went home. Mother cried.

Jonathan Bartholomew Smith went to school. He shouted when the teacher asked questions. The teacher told him that everyone has two voices -

an indoor voice
and
an outdoor voice.

She asked Jonathan to use his indoor voice in school. But still Jonathan shouted and the children covered their ears.

One day Mother went away. Daddy said, "Jonathan, when Mother comes home she will bring a surprise." But he would not tell Jonathan what the surprise was.

Jonathan shouted all the time Mother was away. Soon he had no friends. Neighbor children would not ask him to play. Daddy and Samantha locked themselves in their rooms so they could not hear him.

One morning Daddy said, "Jonathan, Mother is coming home today. Please don't shout when you see her."

Now Jonathan had been lonesome. He missed his mother and his friends.

Daddy called Jonathan in to see Mother. Mother said, "See what I brought you. Now don't shout. You'll scare her."

Jonathan Bartholomew Smith could not believe his eyes. There was a little baby with big blue eyes. Jonathan forgot to be quiet. He shouted, "OH, THIS IS MY BABY! I LIKE HER!"

Andthe baby began to cry. She cried louder and LOUDER AND LOUDER until Jonathan covered his ears.

Then Jonathan shouted, "DON'T CRY. I LOVE YOU. DON'T CRY."

But the baby only cried louder.

Mother said, "Jonathan, speak softly. Your sister is afraid of your big voice."

So Jonathan spoke softly. "Do not cry, little sister." And she stopped crying.

Jonathan smiled, "I know! I must use my indoor voice when I am inside, and my OUTDOOR voice when I am outside."

Mother smiled. Daddy smiled. The baby went to sleep holding Jonathan's finger. Jonathan whispered, "Good-by little sister," and tiptoed out of the room.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Growing Lesson # 2
Picture #35

Career Education Concept : People work for rewards and satisfaction.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART	
	1. Place a campground, motel and restaurant on the Model Community.	
	HOMEMAKING	
	1. Roast hot dogs or marshmallows over a grill on your playground.	
	LANGUAGE ARTS	
	1. Have each child bring to school something he got while on vacation and tell about it.	
	2. Where do you stay when you go on a vacation? What kinds of people have jobs at the campground or motel where you stay? Where do you eat when you are on vacation? What kinds of people have jobs in the restaurant where you eat? When you go on vacation, how do you go? by car? by train? by plane?	
	3. Read the poem called, "A Picnic" by Aileen Fisher.	

RATIONALE FOR ELEMENTARY CAREER EDUCATION

The following statements provide some of the justifications for inclusion of career education in elementary programs.

1. Every experience from early childhood to maturity contributes to career choice.
2. Children can see a positive relationship between school and the world of work through career awareness education.
3. Today, elementary children learn more and learn faster than any comparable group in history and are, therefore, ready for learning the foundations of career decision making.
4. Occupational choice results from acquired behaviors and experiences during the formative years of childhood and adolescence.
5. Children are capable of learning about what work is and how the world of work might shape their thoughts, abilities, attitudes, and interests through career education.

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Growing
Lesson # 3
Picture #56

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes

ART

1. Put a dairy on the Model Community and add animals to the farm (The Busy Bee store in the new Zayre Shopping Center has some little sets of farm animals that would not be too out of proportion)

HOMEMAKING

1. Make ice cream. We suggest you do this activity only if you have access to an electric ice cream freezer as the old crank type involves a lot of time and work. Directions for making ice cream are included with the ice cream freezer.
2. Make butter. Buy a pint of whipping cream and divide it into several small jars with tight fitting lids. Have the children take turns shaking the jars until the cream turns to butter. Pour off the whey and add food coloring (it doesn't have to be yellow -- green or pink butter might be fun for a change) Rather than adding salt to the butter, just serve it on salted crackers.

LANGUAGE ARTS

1. Peabody Language Development Kit picture of the farm.
2. Read the story "Ice Cream Is Good" by Lois Lenski.

MUSIC

1. Making Music Your Own K has two songs that go well with this lesson. On the Farm on page 142 and Morning on the Farm on page 143.

CAREER EDUCATION ACTIVITY SHEETS

Level K

Unit Growing

Lesson # 3

Picture #56

Career Education Concept : All work involves the production of either goods or services.

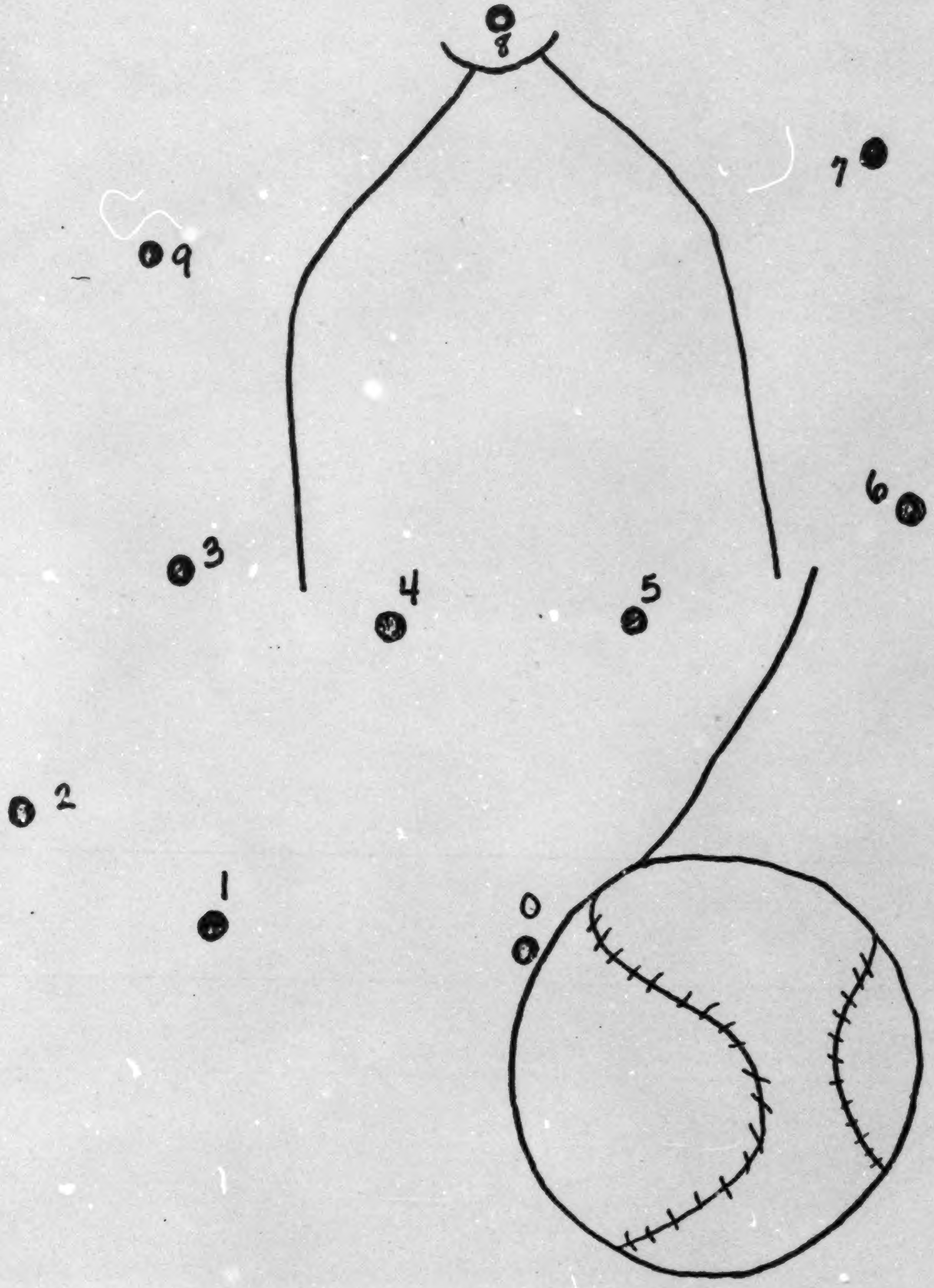
Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SCIENCE

1. Go to a dairy farm. Some suggestions are: The Mills dairy farm in Mt. Etna, Shank's dairy farm on Wagaman Road and the Hostetter dairy farm near Leitersburg.
2. If you have access to goat's milk, by all means taste some!
3. Taste all kinds of dairy products including those that are not so familiar, such as butter-milk, cheeses, yogurt, sour cream and cream cheese.

SOCIAL STUDIES

1. If your grocery store is still set up in your room and if you have not already done so, add dairy product containers to it.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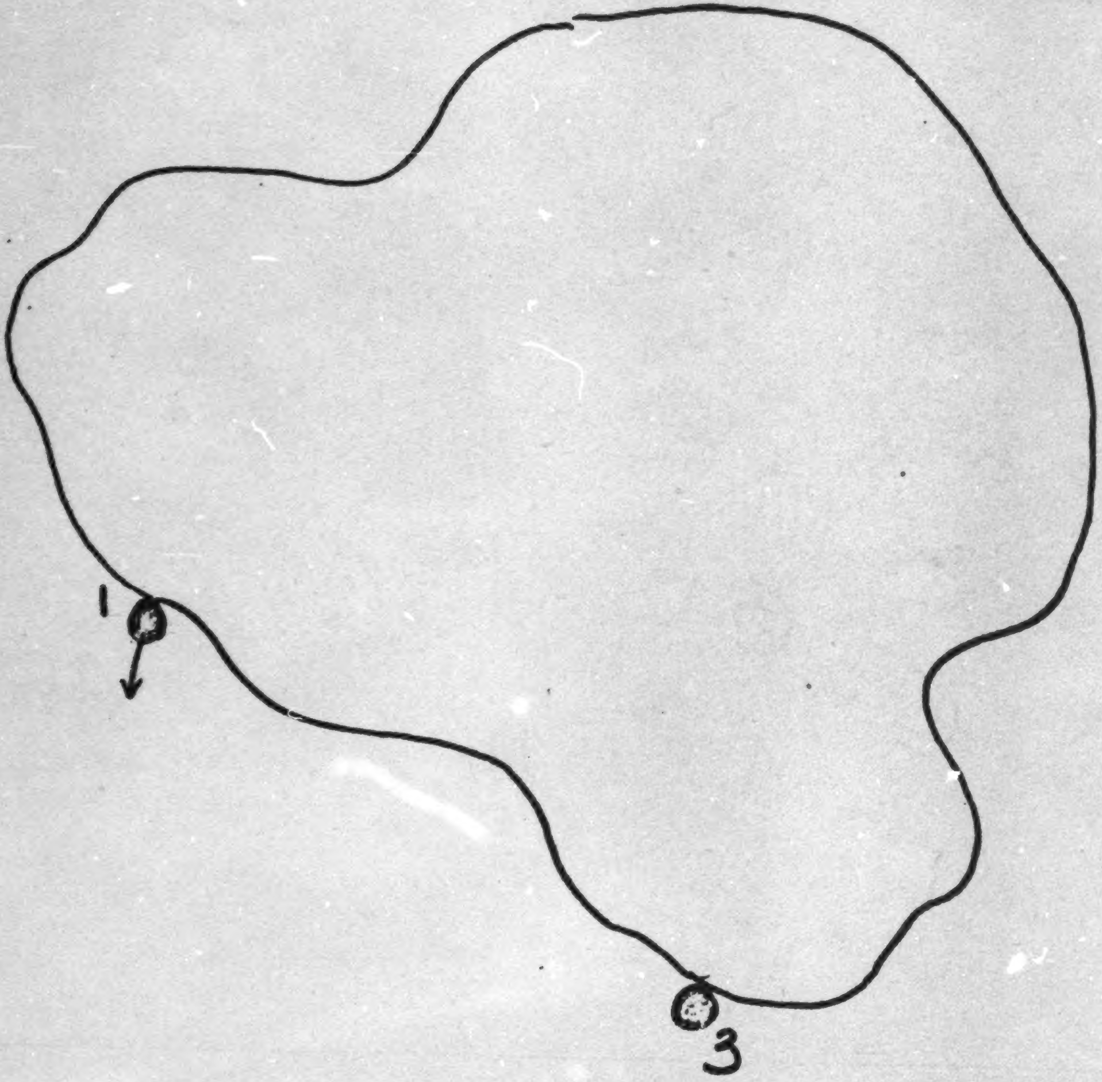
Jim wears this ______________ when he goes to play

On the baseball diamond every day.



2

An ice cream __________ tastes good on a hot summer day.

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Growing
Lesson # 4

Picture #37

Career Education Concepts:

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

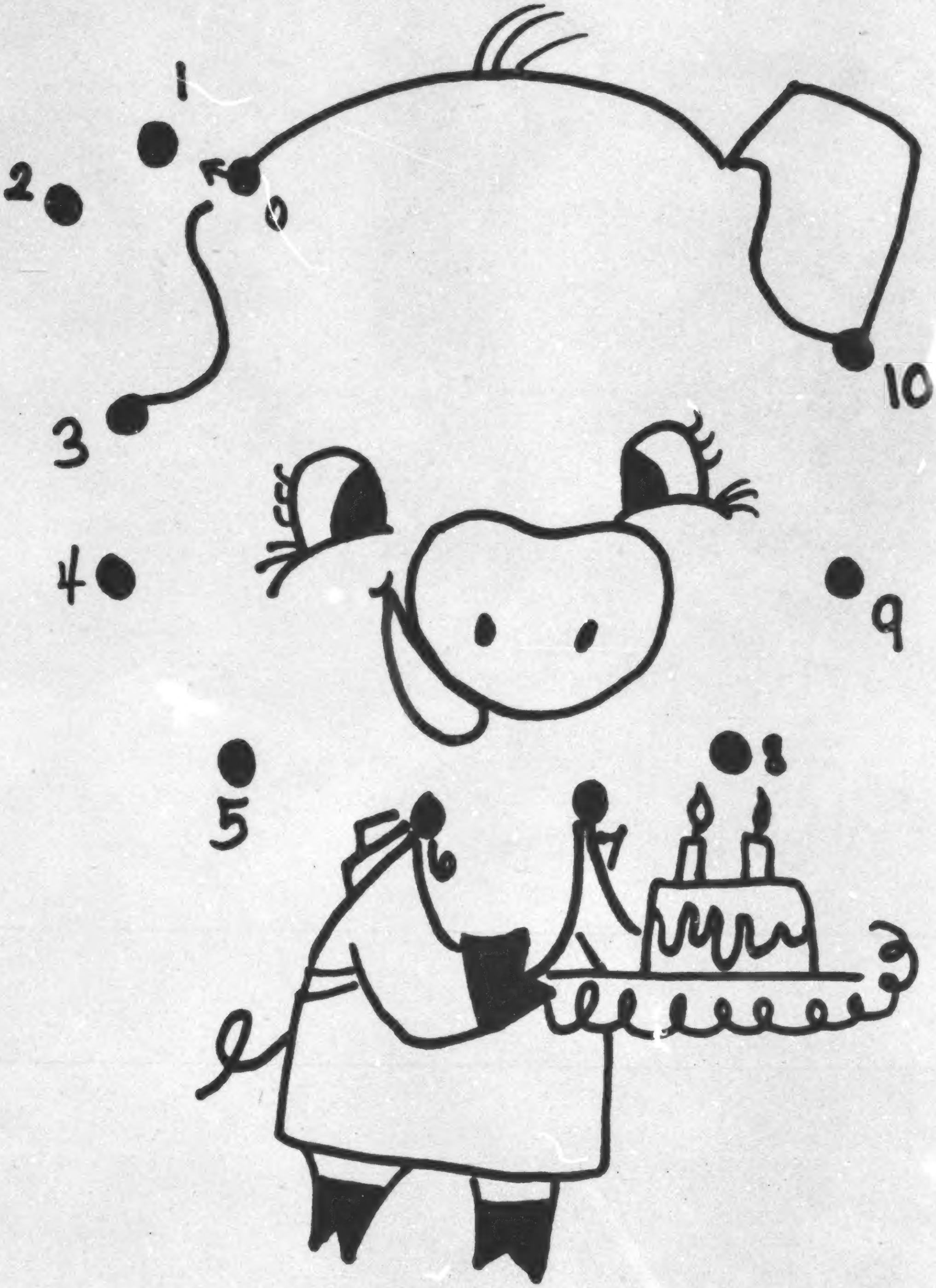
1. Have each child draw a picture in their A Book About Me on which these words have been memeographed:
I almost forgot to tell you----
I am ______years old.
My next birthday cake will have ___candles.

*If this lesson is close to the end of the school year it would be a good time to have a party for all the children in the class who have birthdays in the summer.

LANGUAGE ARTS

1. "Let Me Grow As I Be"

Read the poem.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Who got a little tummy ache

when he ate the birthday cake?

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Growing
Lesson # 5

Career Education Concept : All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used
Suggested Activities
Teacher Comments And Suggested Changes

ART

1. Have each child draw a picture of their family for A Book About Me. The page could have these words mimeographed on it.
   Some families are big.
   Some families are small.
   Here is my family--
   Meet them all.

   We suggest that the children draw a line on the bottom of the page to represent a time line with the youngest member of the family drawn to the extreme left of the line and the oldest member of the family drawn to the extreme right. The other family members would be drawn in between in the order of their ages.

2. Each child can color their family tree with you adding the names of the family members. (a pattern for the family tree follows)

LANGUAGE ARTS

1. Peabody Language Development Kit has pictures of members of the family and has a record with the voices of different aged members of the family.

2. The World of Language has pictures on pages 40 and 41 that can be used with this lesson.

3. Grandparents are called by variety of names from "Grandmother" to "Mom Smith". Make a list of all the names that the children in your class call their grandparents. When a name is repeated make a tally mark by the original listing. As homework have the children go home and find out what their grandparents "real" names are.

   After the discussion of grandparents being older, act how an older person acts, how he walks, and talks, and sits, etc.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Growing Lesson # 5
Picture #38

Career Education Concepts: All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

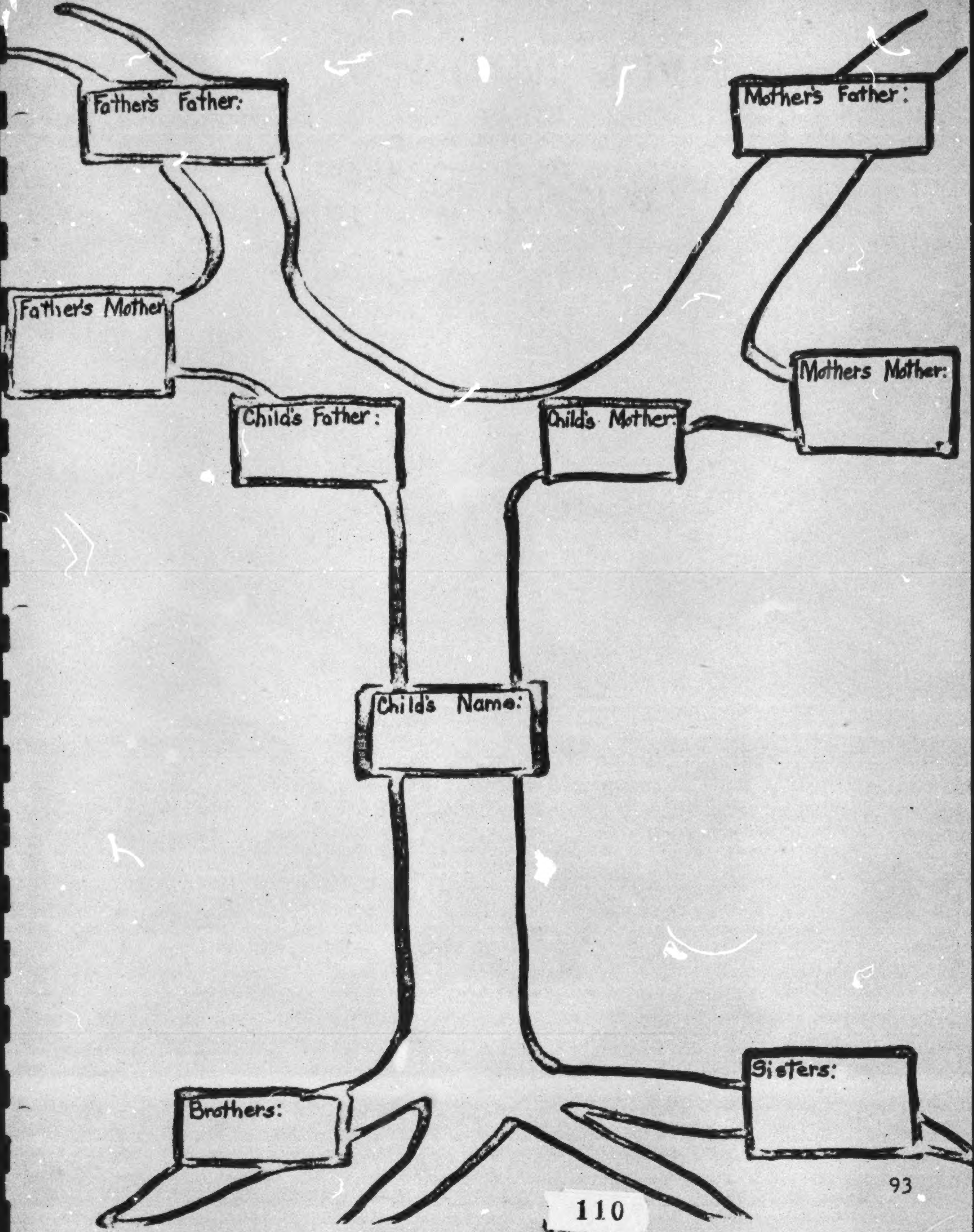
1. Here is my pretty mother; (hold up index finger)
   Here is my father tall; (hold up middle finger)
   Here is my older brother; (hold up ring finger)
   And that isn't all;
   Here is my baby brother; (hold up little finger
   As small as small can be;
   Who is this other person? (hold up thumb)
   Why, of course, it's me!
   1, 2, 3, 4, 5 you see,
   Make a very nice family!

MUSIC

1. Grandpa and I From: "Singing Days of Childhood"
2. Grandmother and I
3. Grandfather and I

RESOURCE PEOPLE

1. Have an older person visit to explain to the children how things were when he was little. He could show objects not used anymore and tell about customs popular long ago. If he has any old photographs they could be shown to the class.


Father's Father:
Mother's Father:
Father's Mother
Mothers Mother:
Child's Father:
Child's Mother:
Child's Name:
Brothers:
Sisters:

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Growing Lesson # 6

Pictures #39 & #40

Career Education Concept : People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Have each child make a small rocket ship from cardboard tubes (from paper towel rolls), construction paper (for fins) and pointed paper cuts (for the nose cone).

   If you are ambitious, have the entire class help you in making a "life sized" space ship. Use chicken wire to form the cylinder shape and cover it with papier maché. The top is somewhat difficult to make. Use straight wires attached to the chicken wire base, twisted together at the top and then cover the whole top with heavy-duty aluminum foil. (Don't forget to cut a doorway in the chicken wire before you cover it with the maché.)

2. Have each child draw a picture of what he wants to be when he grows up for his A Book About Me. These words could be mimeographed at the top.

   When I grow up I want to be a __________.

LANGUAGE ARTS

1. Read the poem Plans by Dorothy B. Thompson

MUSIC

1. The kindergarten teacher's manual to Making Music your Own has a section called "Pretend Time" beginning on page 164 about astronaunts to use with this lesson.

   "The Astronauts are Taking Off" (tune of Mary Wore a Red Dress - music in Making Music your Own, pg. 12)

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Growing Lesson # 6
Picture #39 & #40

Career Education Concept : People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

MUSIC

The Astronauts Are Taking Off

The astronauts are taking off, taking off,
taking off
The astronauts are taking off, blast off now.

The astronauts are rising now, rising now,
rising now
The astronauts are rising now, roaring, soaring
now.

The astronauts are zooming higher, zooming
higher, zooming higher
The astronauts are zooming higher, higher,
higher, higher now.

The astronauts orbit the world whirling, whirlin
The astronauts orbit the world whirling,
twirling now.

The astronauts walk out in space slowly floating
The astronauts walk out in space slowly floating
now.

The astronauts say Hi! to us, Hi! to us, Hi!
to us
The astronauts say Hi! to us, hello, hello now.

The astronauts see the yellow moon glowing,
gleaming
The astronauts see the yellow moon glowing,
glowing now.

The astronauts can see the earth, the earth,
the earth,
The astronauts can see the earth your home,
your home now.

The astronauts take pictures now click, click,
click, click
The astronauts take pictures now click, click,
click, click now.

CAREER EDUCATION ACTIVITY SHEETS

Level K
Unit Growing
Lesson # 6
Picture #39 & #40

Career Education Concept: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes

The astronauts are coming down, coming down
The astronauts are coming down, coming down,
splash down now.

The astronauts are coming home yippee, yippee,
The astronauts are coming home yippee, yippee
now.

As the words to this are obviously made before the moon expeditions, perhaps you would like to make up your own verses concerning the moon walk.

PHYSICAL EDUCATION

1. "Johnny Go Round the Stars" -- One child is chosen to be Johnny. The others form a circle, the middle of which is the landing field Johnny flies around the inside of the circle while the others chant:
   Johnny go round the stars
   Johnny go round the moon.
   Johnny can fly up in the sky
   And land with a big boom!
   When they say "boom", Johnny and all of the others fall to the floor. Before the game one child is chosen as the control tower. He stands on a chair or table where he can see well and it is his job to decide which child on the outside of the circle falls last. This child must then join Johnny in the center. The game continues until five children have joined Johnny in the center and then they are all "grounded" and must go back to the outside of the circle, with Johnny choosing a new Johnny and the control tower choosing a new control tower.

SCIENCE

1. Have Space Sticks or Tang. Bring in examples of concentrated, packaged food like the astronauts use. A camping store such as Lee's has all kinds of concentrated foods for camping. As these are rather expensive, we suggest the children maybe look at them rather than using them for a snack.

CAREER EDUCATION ACTIVITY SHEETS

Level K Unit Growing Lesson # 6

Picture #39 & #40

Career Education Concept : People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	2. Give each child a sheet of black construction paper for the background, foil stars, (the self-sticking variety you can buy in the dime store) and different sized and colored circles to represent the sun, moon and earth. Have each child paste his biggest circle (perferably colored yellow) in the center of his black paper to be the sun. With a white crayon he then colors a white circle around the sun, representing the orbit of the earth. Somewhere on the white circle he is to glue his middle-sized circle to be the earth going around the sun. He then colors a white circle around the earth representing the orbit of the sun. He then glues his smallest circle (preferably colored white) on this white line to the moon. The stick on stars go around the edges for decoration. This is a good activity for following directions! Do it one step at a time. 3. To show the children that our moon never really changes shape, but just appears different at different times during the month, use a flashlight to show the moon phases. One child holds the flashlight; he is the sun. One child holds a paper circle; he is the earth. Another circle, the moon, is taped to a wall. While the sun shines his flashlight on the moon, the earth moves his paper circle in the way. Notice the shadow on the paper moon on the wall.	

MAKING A SPACE HELMET

If you decide to have a prop box on an astronaut, you might want to provide a helmet for your little astronauts to wear. Here are some directions for making a papier maché helmet.

You will need:

- tape measure
- large balloon
- wheat paste or wall paper taste
- water
- paper towels
- 2 large buttons
- paint

Directions:

Using the tape measure, measure the size of a child's head to find the approximate size the balloon needs to be. Blow up the balloon so that it is bigger than the measurement of the child's head. Put a string on the end of the balloon.

Mark off a space on the balloon for the viewing window of the helmet. This can be done with a felt-tip pen. At the bottom part of the balloon, mark off a space wide enough for a head to slip through. This will be the opening through which the head will go.

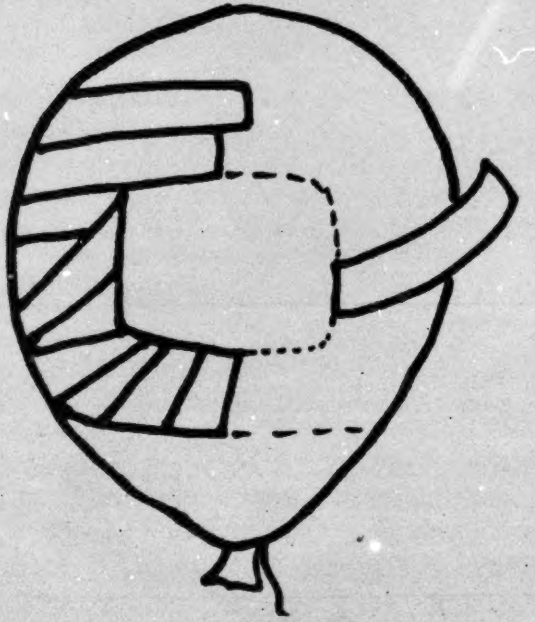
Tear up paper towels and after mixing wheat paste and water to a proper consistency, dip the strips of paper towels and apply them to the balloon. Do not cover the marked areas. Use at least 3 to 4 layers of paper strips to cover the balloon securely.

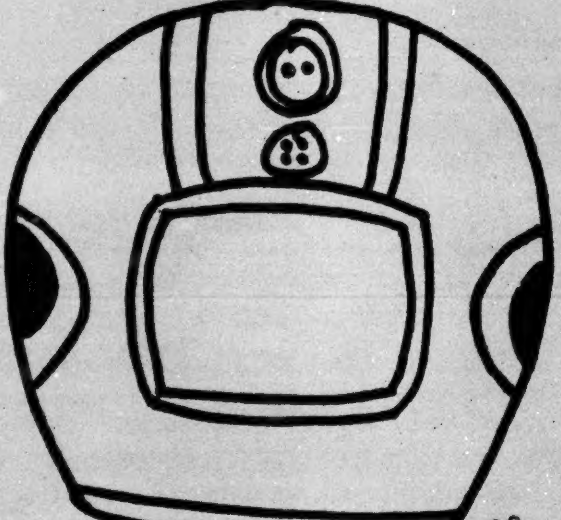
Hang the balloon by the string to dry.

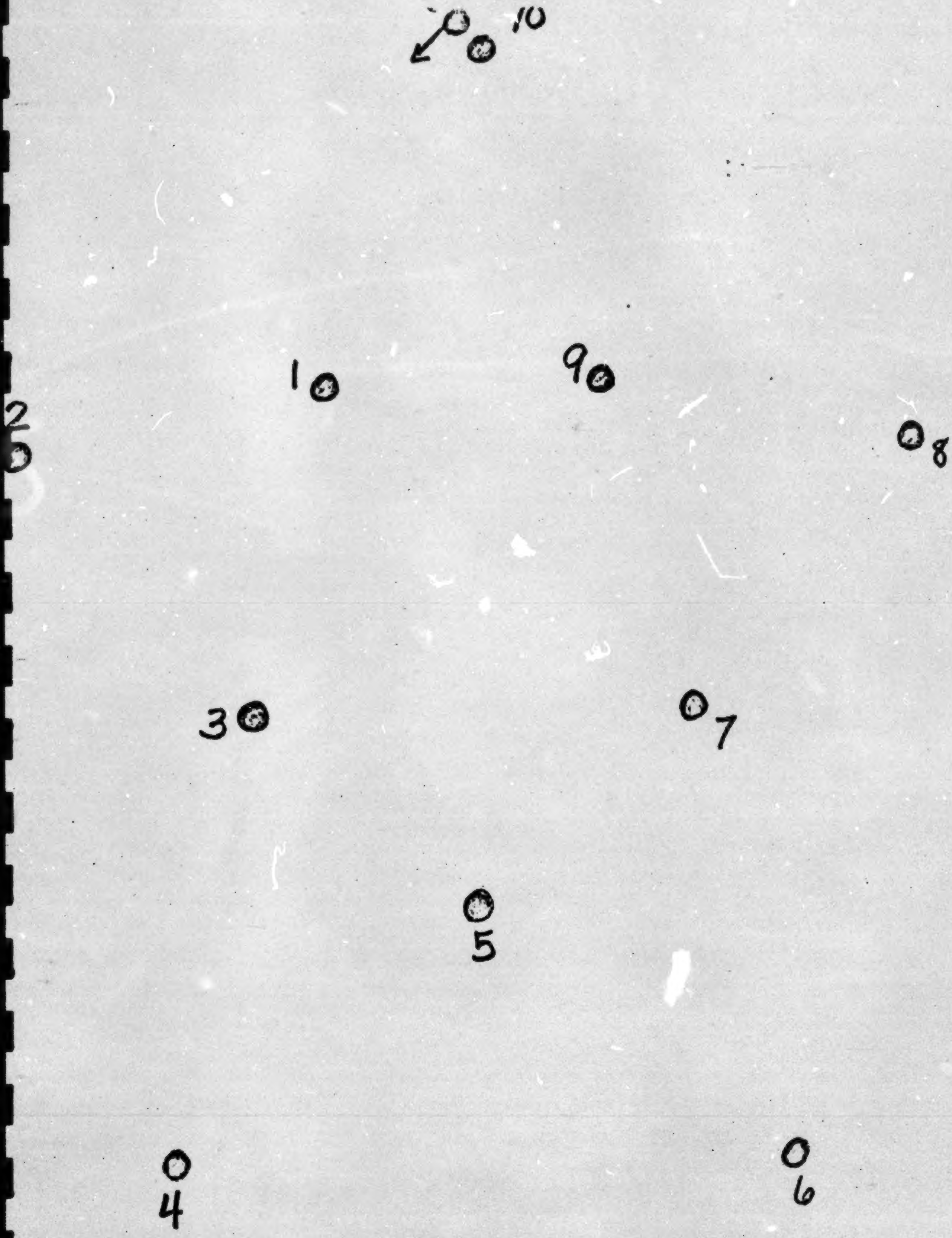
When the papier maché is dry, pop the balloon and remove it from inside the helmet.

If needed, put more layers of paper on the helmet so that it is sturdy. Make sure all edges of openings on the helmet are smooth.

Paint the helmet and glue the two button on top of the helmet as added decoration.



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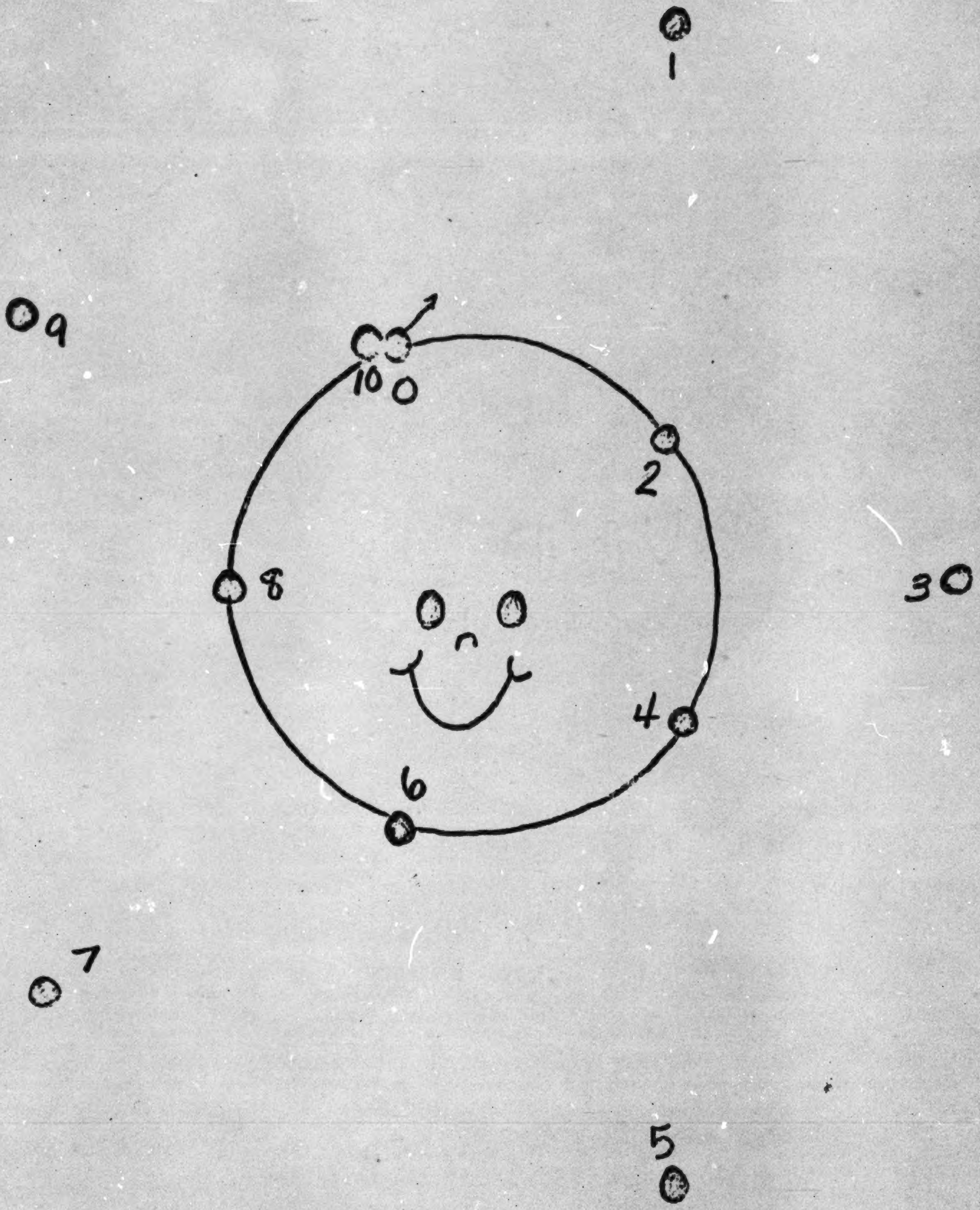
A ______________ shines brightly in the sky at night.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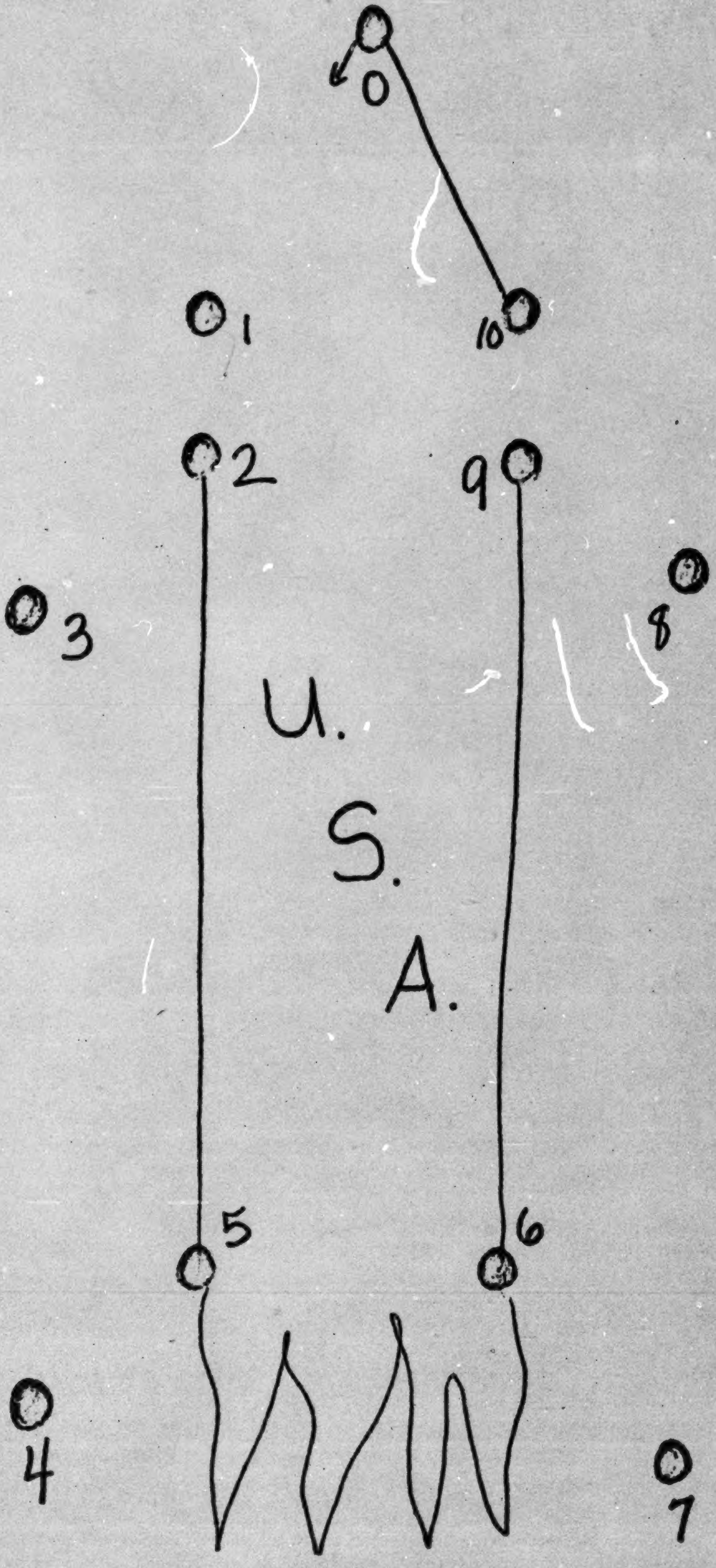
Connect the dots to number 10,

And draw the bright rays of our friend.


U.
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Suggested Letter to Parents

Dear

We, the kindergarten class, are going to study the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in our class.

Would you please answer our questions and send them back to school?

1. What is your job?

2. What are some of your duties?

3. Is there anything about your work that we would enjoy seeing (uniform, materials, tools, etc.)?

4. Would a field trip to your place of employment be helpful to our kindergarten class?

Thank you for your help.

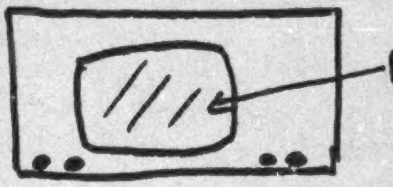
Sincerely,

Kindergarten Class

ADDITIONAL PAGES SUGGESTIONS FOR THE ALL ABOUT ME BOOK

Name: ______________________
My address: ____________________
____
My telephone number: __________
My birthdate: ______________

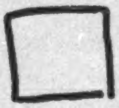
When I watch TV
I use my eyes and my ears.
Here is my favorite TV program.



Picture drawn here.

Here is something I like to smell.

Here are some things I like to touch. (paste things on the page)



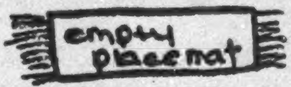
something soft

something hard

something rough

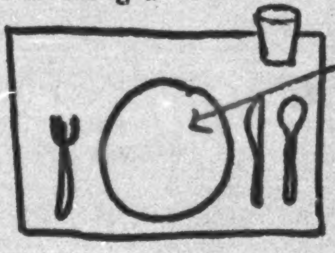
something smooth

Oh, how I like to eat!
Here is something I like to eat for breakfast.



Here is something I like to eat for lunch.

Here is something I like to eat for dinner.



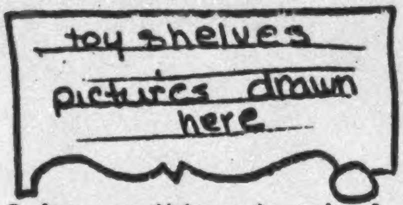
picture drawn here

Sometimes a family has pets.
Here are pets I have or wish I had.

Pets like to eat too.
Here is what my favorite pet eats.

People who like each other are friends.
Here is a picture of my best friend, ________________.

Toys, toys
For girls and boys!
Here are some toys I like.



I do many things in school.
Singing songs is fun.
Here is a picture about my favorite song.

I like to use crayons.
My favorite color is __________.
Sometimes I use just my favorite color.

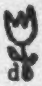
I like to paint.
Here is a picture I painted.

I like to cut and paste too.
Here is one of my best pictures.

I like autumn.
Here is something I do in autumn.

I like winter.
Here is something I do in winter.

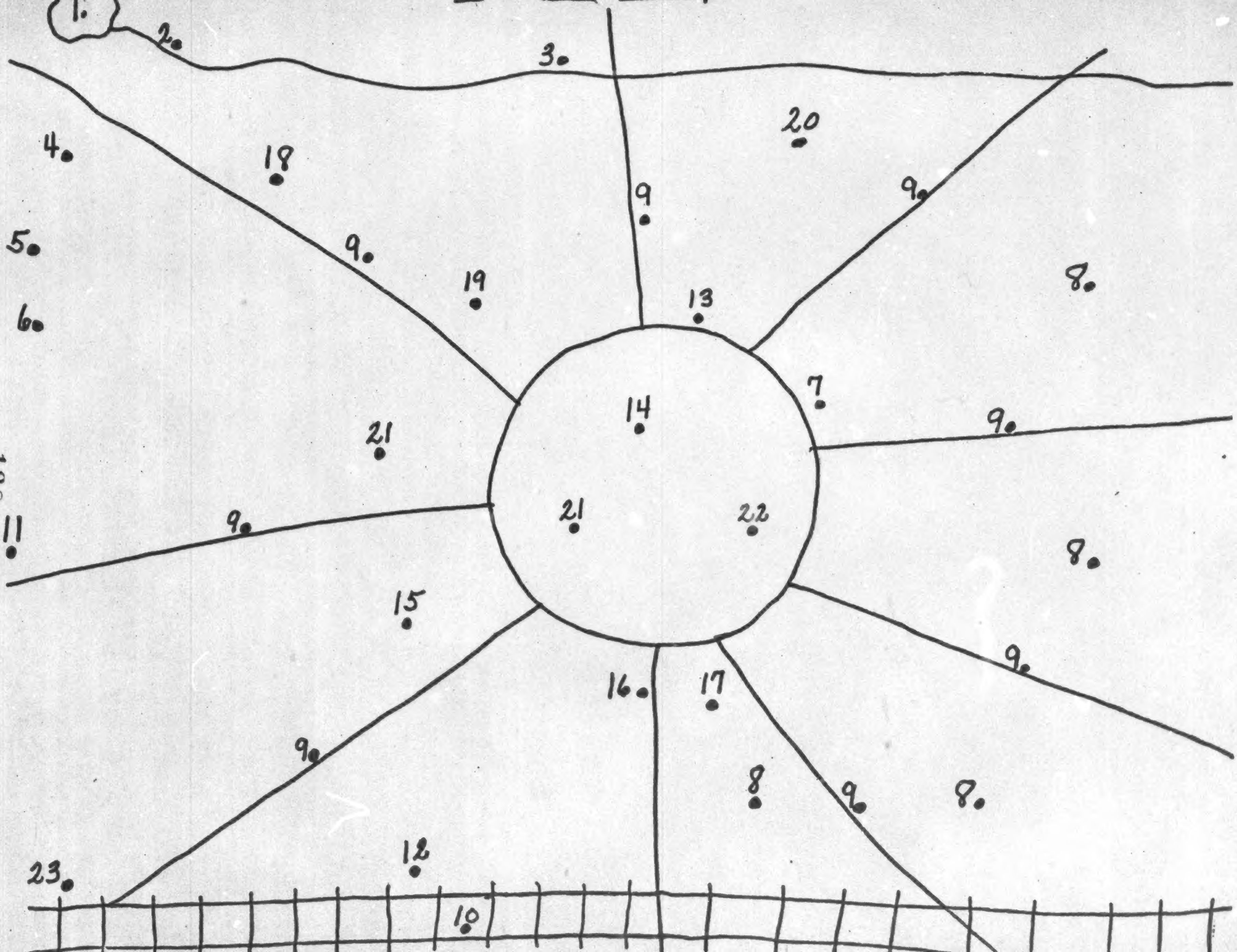
I like spring.
Here is something I do in spring.



I like summer.
Here is something I do in summer.

See how I have grown! (each child draws another self portrait)

A Community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KEY - A COMMUNITY

1. Reservoir
2. River
3. Pumping Station
4. Farm
5. Orchard
6. Packing Shed
7. Grocery Store
8. Children's Houses
9. Streets - trucks
10. Railroad track
11. Airport
12. Factory
13. School
14. Park
15. Police Station - traffic signs - stop lights
16. Hospital - ambulance
17. Drug Store
18. Motel
19. Rest~~ur~~ant aurant
20. Campground
21. Playground
22. Ball diamond
23. Railroad station

KINDERGARTEN

(Numerals indicate Lesson numbers)

	People	Emotions	Needs	Helping	Places	Learning	Rules	Growing
Art	L. 1 L. 3	1	L. 1 L. 2 L. 3 L. 4	L. 1 L. 2pic. 29 L. 2pic. 30 L. 3	L. 1 L. 3	L. 1 L. 2	L. 2pic.18 L. 2pic.19 L. 3	L. 2 L. 3 L. 4 L. 5 L. 6
Homemaking			L. 2 L. 3	L. 2pic.29 L. 3	L. 1 L. 3	L. 2		L. 2 L. 3
Language Arts	L. 1 L. 3	1	L. 1 L. 2 L. 3 L. 4	L. 1 L. 2pic.29 L. 2pic.30 L. 3	L. 1 L. 2	L. 1 L. 2	L. 1 L. 2pic.18 L. 2pic.19	L. 1 L. 2 L. 3 L. 4 L. 5 L. 6
Math								
Music			L. 1 L. 4	L. 1	L. 1		L. 2pic.18 L. 2pic.19	L. 3 L. 6
Physical Education			L. 3	L. 2pic.29			L. 2pic.18 L. 2pic.19	L. 6

	People	Emotions	Needs	Helping	Places	Learning	Rules	Growing
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Science			L. 2 L. 3	L. 3	L. 1 L. 2		L. 2pic.19	L. 3
Social Studies	L. 1	1	L. 3 L. 4	L. 1 L. 2pic.29 L. 3			L. 1pic.18 L. 3	
Workshop						L. 3		

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